

**REPORT
OF
NATIONAL SYMPOSIUM
ON
CHILD-CENTRED EDUCATION : DIFFERENT
APPROACHES INCLUDING BEHAVIOURAL APPROACH**

Venue : NIE Campus, NCERT, New Delhi-110016

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FOREWORD

The National Policy of Education, 1986 envisages adoption of a child-centred approach to education in the context of the efforts to achieve universal enrolment and universal retention of children upto 14 years of age and substantial improvement in the quality of education. The NPE highlights that "a warm, welcoming and encouraging approach in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn." and that a "child-centred and activity based process of learning should be adopted at the primary stage". In this context the National Policy of Education also stresses the need to allow first generation learners to set their own pace of learning and to provide supplementary remedial instruction to them, to increase the content of cognitive learning as the child grows and to develop skills through practice, to make evaluation as disaggregated as feasible and to adjust school timings as well as vacations to the convenience of children.

The importance of child-centred approach to education at the elementary stage was also highlighted in the Programme of Action (POA) for implementation of the National Policy of Education. The POA points out that "by making elementary education child-centred, we would be introducing a long-awaited reform in the system". It

points out that "the most important reform will be to make education a process of active learning activity, rather than a process of authoritarian instruction."

The National Policy of Education, 1986, defines the scope and thrust of the new educational approach to education.

Keeping these considerations in mind, the Department of Educational Psychology, NCERT, New Delhi organised a National Symposium on 'Child Centred Education : Different Approaches to Educational Approach' from 10th to 12th December, 1986 at the NCERT, New Delhi. Over 160 Intellectuals, Professors, Vice-Chancellors, Educational Administrators, Deans, School Principals, Teachers, Workers, Opinion Leaders, etc. participated in this Symposium. and Pedagogists participated in this Symposium. At this Symposium, provoking papers were contributed by these eminent participants. These papers have been circulated all over the country in two volumes and the abstracts of the papers have also been circulated over a wider range.

Based on the proceedings of the nine different sessions of this Symposium, very cogent, utilitarian and realistic recommendations were formulated and the present

Report incorporates the details of the entire proceedings, discussions held and the salient recommendations. A comprehensive and concrete follow-up action plan has also been proposed towards the end of the Report and it is hoped that the Education Division of HRD and the State government Education Departments will find this Report and the suggested follow-up action plan as extremely useful in making education really innovative and child-centred as far as possible in the coming near future. It will be necessary for the State Education authorities to hold Workshops and Seminars on the central theme of the National Symposium in order to actualize and put into practice the salient features of the said Symposium.

P.L.MALHOTRA
DIRECTOR
NCERT



P R E F A C E

The National Policy of Education, 1986 has very clearly stated that "a warm, welcoming and encouraging approach in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn". "A child-centred education and activity-based process of learning should be adopted at the primary stage". Obviously, out of the three components of learning situations: the child, the teacher and the environment the most legitimate place of pride should go to the child. ✓ He should be regarded as the chief pivot of learning. The child not only keeps pace with the school routine work, but learns largely through his own thinking, reasoning, creativity and actions.

Joseph Chilton Pearce in his book 'Magical Child' has beautifully written, "We have a cultural notion that if children were not engineered, if we did not manipulate them, they would grow as beasts in the field. This is the wildest fallacy in the world".

Since the whole world is unanimous regarding the fact 'that the chief purpose of education is to draw out the best available in each child' (which has been advocated by the Father of the Nation, Mahatma Gandhi), it is imperative that the entire focus of education should now

- be converged on the 'gestalt' development of curriculum rather than developing abundant cumulative learning, as in the curriculum and traditional approach of knowledge-oriented text-books.

Considering these aspects, the Department of Educational Psychology, Counselling and Guidance of the NCERT organized a National Symposium on 'Child Centred Education - Difficult Approaches including Behavioural Approaches' from 10th to 12th October, 1988 in the KIE Campus. The officials, Scholars, Academicians, Professors, Management Consultants, Writers, Social workers, Opinion Leaders and Educational Administrators from all over the country were invited to contribute papers on the following salient themes :-

1. Foundations, principles and pedagogy of child-centred education - Psychological, Sociological, Philosophical, Pedagogical, Philosophical and allied areas.
2. Development of innovative instructional materials for child-centred education at the elementary and secondary stages in languages, social sciences, basic sciences and other subject areas.
3. Curriculum renewal and child-centred education.
4. Assessment and evaluation for child-centred education: development of tools and techniques for assessment of abilities, interests, aptitudes, personality and achievement; preparation and maintenance of cumulative profiles of children.
5. Communication between teachers, parents and the community: strategies, approaches, materials and the media.

7. Teacher preparation: pre-service and in-service training methodologies and strategies for child-centred education: need for corresponding modification in curricula of teacher training institutions.
8. Behavioural models for child-centred education such as information processing model, social learning model and other behavioural modification models.
9. Affective domain: teaching-learning strategies and the curricula.
10. Psychological and Guidance Services to meet the needs of children specially for selected groups such as gifted, creative, disadvantaged, educationally backward and others.
11. Orientation of educational administrators and personnel responsible for inspection and supervision of schools in the context of implementing child-centred education in schools.
12. Perennial research, development and extension in the area of child-centred education.
13. Principles and practices of child-centred education in some developed and developing countries - comparative educational approach.
14. Training for creative behaviour in the context of child-centred education.
15. Role of child-centred extra-mural activities in the development of the individual.
16. Role of micro-computer and CBL packages in child-centred education.
17. Role of educational technology (including media) in child-centred education.
18. The child-centred education - futuristic perspective.
19. On-going experiments in the child-centred approach to education, both in India and abroad.
20. Motivation and motivational aspects in child-centred education.
21. Mastery learning and CRT in child-centred education.
22. Concept development, diagnostic testing and remedial teaching for child-centred education.

87 papers were received from these dignitaries in the field of education and educational administration and these were circulated to all the participating experts before the Symposium in the form of two volumes. The Abstracts of the papers were also circulated well in time to all these experts.

The National Symposium was divided into nine different sessions as mentioned below:-

1. Child-Centred Education: Some Theoretical Consideration.
2. Need-Based curriculum for Child-Centred Education.
3. School and Child-Centred Education.
4. Teacher Effectiveness for Child Management.
5. Evaluation, Philosophy and Procedures.
6. Research and Innovations in Child Centred Education.
7. Use of Computers and Educational Technology with Reference to Child Centred Education.
8. Child-Centred Education-Future Perspective.
9. Salient Recommendations of the National Symposium.

The present Report consists of the details of the proceedings at the various sessions; relevant details of the discussions held; salient recommendations in each session and a comprehensive and detailed follow-up action programme for future telescopic planning and consequent action at the central and state levels.

It is hoped that this National Symposium will be a land-mark in the history of Indian Education and will help in shifting the focus of education from stereotyped ~~curricular~~ structures, obsolete text books, routine and traditional teaching methods and techniques to innovative and creative teaching and learning situations for developing creative, innovative and balanced future citizens for the country through a more emancipated process of education based on the concept that 'child is really the central pivot of the process for effective and meaningful education.'

K.N.SAXENA
HEAD
DEPC&G, NCERT

INTRODUCTION

A great challenge for those concerned with education of the child has been posed with the genuine renewal of the emphasis on child-centred and activity-based approach to education in the National Policy on Education and Programme of Action, 1986. Under this educational philosophy, the given curricular objectives are attained through the use of contents and process designed with reference to the developmental needs of the child, supplemented with an understanding of the learning processes involved at various stages of learning, as also the individual child's capacity to learn. The other essential pre-requisites are the emphasis on activity based curriculum and its transaction in a warm and conducive learning environment.

A need has been felt to draw a distinction between the child-centred approach to education as described above and child-centred education, which envisages individualization of the total educational process, beginning with the very framing of goals and objectives centred around the individual child's needs, interests and abilities. The first of these two concepts is more philosophical and pedagogical, while the second may involve expensive facilities and unattainable goals, failure in the acquisition of which may nourish, at the most, an unrealistic wish of the educational planners. The Indian educational scene does not

allow planning of luxurious goals as envisaged in child-centred and activity-based education. The need of the hour is, therefore, to have a wide eye view of the child-centred approach to education, work out multifaceted modalities and strategies to achieve the desired ends and extend the same to the beneficiaries at various levels. With this broad objective in view, the Department of Educational Psychology, Counselling and Guidance of C.B.R.T, set about to bring together eminent intellectuals of the country who have been actively associated with the gestalt educational process, specially at the school stage. Consequently, a National Symposium on child-centred education was planned with some specific objectives in this broad framework.

OBJECTIVES

Specifically the salient objectives of the symposium were related to achievement of conceptual clarities, defining the contents and working out modalities for action. The organizers sought to :

- i) create an understanding of the concept and principles of child-centred approach to education as contained in NPE and POA 1986;

- ii) delineate conceptual framework for implementation of recommendations on child-centred approach;
- iii) spell out issues related to philosophical, psychological, sociological, pedagogical, administrative and other aspects of child-centred approach;
- iv) throw light upon implications related to child-centred and activity based education;
- v) evolve a programme of action on child-centred and activity based approach to education.
- vi) workout modalities for implementation of the programme of action; and
- vii) project a innovative and prognostic approach towards the child as also towards the child-centred approach to education.

OVERVIEW OF THE SYMPOSIUM

THEMES

Twenty one viable themes related to the National Symposium were circulated to the invited experts five months before the commencement of the Symposium for contributing papers . These themes are mentioned in Appendix I.

The objectives of the symposium were then translated into comprehensive working themes for various sessions staggered over the three-day programme. Eight major themes were evolved for consideration.

Various aspects and orientations of each major theme were clearly spelt out for convenience of the chairperson, panelists and discussants. Three to four theme initiators/panelists were selected from among the group of participating experts to lead the discussions. A chairperson was also appointed for each theme to conduct the proceedings.

RESOURCE INPUTS

A variety of resources and resource materials were employed to set the stage for exchange of ideas in the symposium, and also to circulate information and relevant knowledge among the participants. There consisted of the following :

1. A. working paper
2. Plausible themes
3. Guide Lines for writing papers
4. NPE, 1986
5. P.O.A., 1986

DELEGATES

A list of experts who were invited to attend the Symposium is enclosed at Appendix III.

A list of experts who actually participated is enclosed at Appendix IV. This group of participating experts consisted of reputed academicians, professors, pedagogists, educational planners, educational administrators, scholars of eminence, psychologists counsellors, writers of children's literature, management experts, social workers, opinion leaders, and journalists, from various institutions/ organizations of the country such as University Departments of Psychology and Education, National Institute of Educational planning and Administration, Central Board of Secondary Education, Journalists' Forum, Kendriya vidyalaya Sangathan, Navodaya Vidyalayas, U.G.C., I.C.S.S.R, J.N.U, and number of Schools. A number of faculty members from the National Council of Educational Research and Training also participated in this symposium.

Resource Materials

- i) Papers for the Symposium were invited from 143 experts spread all over the country and subsequently eighty seven of these experts sent their papers by the stipulated date. A list of the contributors is enclosed at Appendix V.

These papers and their abstracts were compiled into three separate volumes and were circulated among the participating experts before the holding of the symposium. A brief summary of the papers is enclosed at Appendix VI. A working paper, along with an exhaustive list of themes, was also circulated well in advance as mentioned above.

ii) Display and sale of the following child-centred related materials was put up :

- Supplementary reading materials and fiction for children.
- Audio-cassettes including patriotic songs, and nursery rhymes children's literature of various forms historical episodes and social themes of children's interest.
- Films on child-centred education prepared by Central Institute of Educational Technology, N.C.E.R.T.
- Computer software learning packages.

PROGRAMME AND VENUE

The symposium was organized in the NIE Campus, NCERT, from 10th to 12th October, 1988.

The three-day programme was split into three major sessions consisting of nine sub-sessions of about two hours duration each. Each theme was commenced with introductory remarks by the Chairperson followed by about 10-15 minutes presentation by the theme initiators. The presentations were followed up by discussions and chairperson's final comments. Proceedings of the various sub-sessions were recorded.

A detailed programme schedule is enclosed at Appendix II.

CONDUCT OF THE SYMPOSIUM AND PROCEEDINGS

INAUGURAL SESSION

CHIEF GUEST	:	Dr. D.S. Kothari Chancellor Jawahar Lal Nehru University, New Delhi.
Welcome Address	:	Dr. P.L. Malhotra Director NCERT.
A Word About the National Symposium	:	Prof. K.N. Saxena Head DEPC&G, NCERT
Vote of Thanks	:	Mr. O.P. Kelkar Secretary NCERT

The inaugural session started with Dr. P.L. Malhotra's welcome address. Paying rich and warm compliments to the Chief Guest Dr. D.S. Kothari, he spoke of him as one of the most illustrious sons of India and the most humane, humble and ideal teacher, fully devoted to the cause of education. The idealism of the teacher, he noted, was the most important factor in inspiring the child. Emphasising the need for developing all round personality of a child, Dr. P.L. Malhotra pointed out that the theme of the symposium was of great concern to the present day education. Appropriate strategies have to be devised to make the learning process a process of mirth and joy. The quality of any creative approach to education, he reiterated, will depend upon a good teacher.

Speaking about the philosophy of education and examination system, he appealed vehemently that a lot of confidence had to be reposed in the teacher to enable him to become a complete teacher and to instil the qualities of a good man in the child. The quality of a good educational programme, he added, will depend upon a good teacher.

Paying tributes to India's rich but fast eroding heritage and culture, Dr. Malhotra condemned the evils of existing educational system. He agreed with Rousseau that values and 'sanskaras' were in-born and inherent in the child, but got camouflaged by the adults implanting their own views on them. Referring to the recommendations of the Kothari Commission he expressed his regret that two of the very important suggested reforms have not yet been implemented. The first of these is related to the examination system and the second one to the common school system with the concept of neighbourhood schools integrated into it. In his opinion, the real beneficiaries of the older system of education system had ensured that the reforms did not take off. He appealed for doing away with status quo and removing the hiatus, the distinction between have's and have nots.

Praising the NCEEI faculty for exhibiting the required enthusiasm in regard to framing and implementation of the New Policy, Dr. Malhotra urged the faculty to continue the spirit. He complimented Prof. K.N. Saxena for organizing the symposium which would lead to practicable strategies, modalities and required motivation.

Dr. Malhotra's speech was followed by introductory remarks by Prof. K.N. Saxena, the convener of the symposium. Prof. Saxena spelt out the need for holding the symposium in view of the resolves of the NEP, 1936, which had given highest priority to universalization of elementary education and underscored the need for child-centred and activity based process of learning, provision of opportunities for children with special talent and first generation learners and a total revamping of the present examination system. Forecasting the expected outcome of the symposium, Prof. Saxena mentioned that pedagogical strategies and underlying learning theories as also the behavioural foundations of child-centred approach would be evolved in the symposium. He said that the intent of the symposium was to prepare a "programme of action on child-centred and activity based education which would not only contribute to the crystallization of the ideas but also project the actions that would be necessary for implementing the ideas and the consequential tasks". Prof. K.N. Saxena stressed the need to have realistic action-plan relevant to the Indian classroom setting and the socio-economic context. He mentioned that available literature on the central theme was either not relevant to the existing conditions or had been produced with research orientation and polarisation only.

Prof. K.N. Saxena also mentioned about the salient features of the programme and also about the exhibits that had been put up for the benefit of the participating experts.

He expressed his sincere gratitude to the faculty members and the Secretarial staff of the Department of Educational Psychology, Counselling and Guidance for their untiring efforts to make the symposium successful. He also thanked Prof. D.S. Kothari, the Director, the Joint Director (C), ^{NCERT} the Joint Director (CIET), NCERT, the Secretary, NCERT and the faculty members of various Departments of the NIE for their kindness to participate in the Symposium inspite of their urgent pre-occupations and pressing engagements.

Presidential Address

The presidential address was delivered by Dr. D.S. Kothari, the reputed educationist, scientist, scholar and educational thinker of the country. Pointing to the existing imbalance in education that had resulted from emphasis on information and knowledge in the present era of atomic science and computer science, he called for a revolution and metamorphosis in education to shift the focus from information and knowledge to wisdom. Survival of the mankind, he said, depended upon the latter. values still persisted in the minds and behaviour of people. Fundamental issue, he upheld, was that today's education should develop the child into a human being with qualities of sincerity and humanity untouched with arrogance. The fundamental issue before the conference, in his opinion, should be to make education human centred and

help the child develop into a humble and benevolent human being. Quoting from the 1950 statement of N. Russell and A. Einstein, he said, what is important for humans is to remember humanity and forget everything else.

Dr. Kothari stressed the pivotal role of a teacher in the effective education of the child, and appealed to all for giving a new dimension, prestige and responsibility to the teaching profession. What is needed is a change of attitude of teachers towards teaching. He regretted that at present teachers consider teaching as a burden and not a joy. They consider their profession in terms of teaching load. This in turn kills the explorative and creative tendencies in children. He referred to Mahatma Gandhi's version of a teacher as an eternal object lesson to the pupils. The life of the teacher itself should constitute education.

In this context, Dr. D.S. Kothari underscored the importance of relating work with play in educating the child. Children, he said, do not make a distinction between work and play and their exploratory habits must be encouraged so that they enjoy work and do not find it a load. He referred to the way Einstein condemned the cramming and examination system as it paralysed his scientific work. The deterring effect of cramming, Prof. Kothari said, smothers truly scientific temper and creativity instead of stimulating it.

While shifting our focus from knowledge-centred to child-centred education, in Dr. Kothari's opinion, one has a long way to go. He expressed his confidence that it could certainly be achieved but gradually, one step leading to another. He urged that curricula should be changed to suit the child-centred and value-laden education. For instance, he said, the history of power, violence and politics could be replaced with a history of mankind cherishing desirable values.

Shri O.P. Kelkar, Secretary, NCERT proposed a vote of thanks to the Chief Guest, Professor D.S. Kothari; to the invited guests and the participating experts and organizations.

FIRST SESSION

Playback of Video Tapes on Child-Centred Education

The deliberations started with reviewing of two educational television films on Child-Centred Education prepared by Central Institute of Educational Technology, NCERT. The two films were titled 'Pehchaan' and 'A Matter of Time'. The first film was of 20 minutes duration depicting how children in the age group 3-7 years learn effectively when their learning experiences are provided at a level consistent with their stage of intellectual development. The second film was of 31 minutes duration and contained the views and observations of some eminent educationists and classroom practitioners on the meaning, scope, feasibility, problems, and perspectives of child-centred education.

The films were highly appreciated by the participants and the films provided an additional innovative and congenial cushioning to the background already prepared by the symposium papers.

Theme I

Child Centred Education : Some Theoretical Considerations

Chair person : Prof. J.N. Joshi
Theme Initiators : Prof. G. Mishra
Prof. N.Y. Reddy
Prof. S.P. Ahluwalia

The deliberations related to theme I began with the contention that the concept of child-centred and activity-based approach to education is not a new one. It has, however, gained prominence in recent years. Tracing the history of education, one of the speakers presented different theoretical models and their underlying principles at length. It was, however, expressed that various models existing in the professional literature do provide sound theoretical bases regarding child-centred education but are not directly relevant to the Indian context. To be able to implement the idea of child-centred education effectively, it would be meaningful to first examine the suitability of these models in the Indian context. Since the specific culture and the sub culture determines to a great extent the direction of child's development, it becomes necessary to keep in mind the context from which the child comes.

It was further stated that child-centred education emphasizes the need for taking care of the child, its total

growth and development as a part of the process of education. So far, emphasis has largely remained on development of cognitive skills and abilities in the child. It is time that shift is made from cognitive to social-emotional aspects of child's development. This dimension deserves careful attention so as to make adequate provision for inculcation in the child : feelings of positive self-image, capability of self-expression, emotional stability and desirable social values etc..

There was emphasis on the physical growth and development of the child as a very necessary component for an all round and gestalt development. It was stressed that nutrition, health and hygiene have to be integrated into the educational system. Physical fitness which includes nutrition, general well being, good dietary habits have to find prime place in the context of child-centred approach to education. A specific suggestion was made for planning suitable programmes on health and nutrition to promote the physical development of the child.

A point was made that the child-centred approach to education requires individualization of approach. However, it should not be considered individualistic to the extent that it becomes an impediment to group learning and human relationships. It lays equal emphasis on promoting social interaction, feelings of co-operation, concern for others, helping others and sharing with others through team work, group projects and group activities. From this point of view,

psycho-social development of the child becomes very much part of the child-centred approach.

The child-centred approach, it was highlighted, calls for process-oriented rather than outcome-oriented education. The emphasis should be more on helping the child to develop some basic skills, competencies and abilities to enable him to learn throughout life. Process-oriented education will help him to develop the capacity to obtain, sift and apply his knowledge to novel situations. For this child's learning in school should have meaning for the child. The learning tasks, classroom atmosphere, teacher's strategies etc. should be made interesting and joyful and also relevant to the social milieu. Such kind of learning would be intrinsically satisfying. Further, the evaluation of learning has to be in terms of providing feedback to the child to enable him to fully profit from learning. This will, in turn, enhance his intrinsic motivation.

Concern was also expressed for making education child-centred for socially disadvantaged children, especially the Scheduled Castes and Scheduled Tribes. Based on the findings of research studies conducted at Osmania University in Andhra Pradesh, few strategies for the development of scheduled caste children were presented. The research studies suggested that scheduled caste children do not differ on some

basic mental abilities compared to those in general population whereas they were low in their levels of achievement. Their need for affiliation was, however, higher than need for achievement. The low achievement level of Scheduled Caste children was attributed to the impoverished home environment unfavourable attitudes of teachers. It was suggested that such disadvantaged children need encouragement, special coaching etc.. They need to be given more opportunities for social interaction with children of other castes to boost their self image by way of devising certain intervention programmes. It would be necessary to change the attitudes and usual conservatism of the people, especially the teachers, about such children. This would help decrease disparity between advantaged and disadvantaged sections of the society.

It was felt that child-centred education has to take in its fold the place of family and community. Importance of close collaboration between home and the school or in other words communication between parents and teachers was highlighted. Besides this, the need for closer contacts between the home, school and community were accentuated. For this, there was a suggestion to introduce group programmes for orienting teachers and parents for effective utilization of community resources.

The need for development of appropriate assessment tools for appraising child's capabilities, needs, learning styles etc.

was expressed. It was argued that the tools and techniques, presently employed, leave much to be desired. Undue reliance is placed on paper and pencil tests to assess the performance of the learner and that too rarely beyond the scholastic performance. In view of the thrust envisaged in child-centred approach to education, it is imperative that the scope of assessment be broadened in terms of the wholesome development of the child.

During the discussion that followed, importance of providing pre-school education to every child was highlighted since pre-school education can provide necessary foundation for creative and effective schooling. It must, therefore, be considered as an essential aspect of child-centred approach to education.

Referring to Gandhiji's stress on manual work, it was advocated that manual work should be made compulsory, especially at early stages to develop in the child dignity of labour and work ethics etc.. This can also help remove social disparities and promote social cohesion among different strata of society. In this context, importance of child-to-child programmes was highlighted.

SECOND SESSION

Theme II

Need based curriculum for Child-Centred Education

Chair person : Prof. K.D. Gangrade

Theme Initiators : Father T.V. Kunnankal
Prof. B.K. Passi
Prof. Anil Vidyalkar

The session opened with the Chair person's remark that the emphasis on child-centred approach to education calls for designing a need-based curriculum with educational goals and objectives clearly defined. It is important because in curriculum planning, the formulation of appropriate objectives would lead to the development of suitable content and methodologies. It was stated that it is necessary to outline the objectives for each stage of education and the specific objectives of each subject area in the form of expected learning outcomes must be prepared in detail. These learning outcomes would indicate what exact behaviour would the learner be able to demonstrate after the curriculum transaction. In this context, one of the speakers pointed out that teacher should be made well aware of the objectives to be achieved through a particular curricular content.

In one of the presentations, there was a suggestion that there should be decentralization of the curriculum in both the content and methodology to make it dynamic and relevant to local needs. The need-based curriculum calls for provision of individual differences. At the stage of designing the curriculum, large number of activities and wide range of content and learning experiences should be introduced. For this, core-curriculum can be supplemented with various need-based activities suited to different socio-economic and cultural settings.

In the context of de-centralized curriculum, the role of different agencies and institutions like CBSE and NCERT was speculated to be different than the present ones. It would be limited to developing curriculum models, setting standards, providing consultancy, conducting research and monitoring etc..

A lot of stress was laid on developing the kind of curriculum that would help the child develop such qualities and skills as courage to ask questions, ability to express himself freely, to explore and satisfy his immense curiosity. Memorization, though important, it was argued, should not be given undue weightage in the curriculum. Emphasis needs to be shifted from the study of textbooks alone to the skill of extensive reading. Curriculum should provide for appropriate activities and experiences that have to do with developing creativity, problem solving skills in the child. Development

of such abilities, skills and attitudes must be regarded as a part of child's education. Their inclusion in the curriculum should not be overlooked merely due to the administrative constraints that have to be faced for their proper development and assessment.

The question of adopting appropriate strategies by teachers for effective use of curricular content was highlighted. There was a criticism about the way different subjects like language, history and science are taught and evaluated. The teaching of language e.g. by its very nature should provide sufficient scope for the expression of feelings and emotions of the child but it is unfortunately taught in a manner as though child has to merely learn and memorize the facts.

Some revolutionary ideas were thrown by one of the speakers regarding child-centred approach. It was argued that child-centred education taken in its real sense would imply a system where no formalized system of education can be visualized. In such a system, children would be completely free to explore, to pursue their own interests and fulfill their potential. Child would be the pace-setter and the initiator rather than the teacher. Teacher's role will be that of a facilitator or stimulator of learning experiences. To replace the formal teaching system, high level technology inputs in the form of audio, video, self-instructional materials,

computers, library facilities etc. would be needed. The kind of system, of course, does not envisage any fixed time table, prescribed textbooks, methods of teaching and examinations. All this, however, does not suggest learning to be incidental though it would not be formal either. The system would require complete de-centralization not only upto state level, district or school level but to the level of the child. In view of this, the term child-centred education would need to be rephrased as child-decentralized education.

Reservations were expressed regarding the feasibility of these ideas in view of difficulties like large number of students, problem of finances, administrative constraints, inaccessibility of educational technology to large extent etc.. After a great deal of discussion, however, it was recommended that at least one such school, based on child-centred approach, could be started in each state on an experimental basis.

Theme III

School and Child-Centred Education

Chair person : Prof. K.G. Desai

Theme Initiators : Shri M.N. Kapur
Prof. P.H. Nair
Smt. Ira Saxena

In his initial comments, the Chairperson remarked that all education is to take place in school. Deschooling is not going to take place in near future. Hence implementation of ideas which are practical in the existing system will be more meaningful.

The main emphasis of this session related to improvement of school plant depending upon various orientations adopted by the school in child-management and provision and deployment of appropriate facilities and teaching materials.

Mahatma Gandhi's Wardha Scheme and craft-centred learning where children go to the craftsmen with all the instruments along with the teacher for learning the craft was advocated. Reference was also made to need for providing opportunities for activity-based learning and manual skills like fisheries and poultry farming etc.. Linking up studies and sports with real life situations such as mentioned above, and other hobbies, it was contended, would motivate children

and stimulate them. Examples of sports like fire fighting exercises to be actually conducted in emergencies and rescue operations for drowning people were quoted. These activities make use of actual field of work and play instead of school playground.

Other educational inputs and methodologies were linked up with the theoretical teaching-learning models based on behaviouristic, cognitive and affective orientations. It was pointed out that behaviouristic models are not in accordance with child-centred viewpoint. Greater emphasis should, therefore, be laid on cognitive and affective theories. Bruner's views were said to be more relevant though Piaget is quoted and discussed more frequently.

Need for providing facilities according to the changing emphasis on the child-centred education at lower levels was also stressed. Emphasis should be on exploration whereas we find more of discipline oriented teaching. At higher levels of learning e.g. of physics and mathematics, instruction should be more research oriented. School management should be democratic and participative with concern for creating healthy socio-emotional climate. Emphasis should be placed on self-learning. Instead of technology-based formal organization (e.g. of teaching aids and science laboratories) resource development is possible with children's involvement. Cognitive, affective as well as psychomotor outcomes of learning should be included among the

objectives of education. The ultimate nature of school planning should be such that it becomes a well-planned system of learning rather than just a system of teaching.

With reference to the place of libraries and books in educational system, it was suggested that text books and supplementary readers for children should be made interesting and attractive so that they would be drawn towards these and these would also stimulate their curiosity and imagination. The skill and attitudes of teachers and librarians in the inculcation of proper reading habits and creation of interest and proper attitudes towards reading should be given equal importance. Reading habit, it was pointed out, was usually not taught and it was not true that children did not like reading. If suitable books were made available to them, they would raise their interest and level of reading.

Among other strategies suggested to improve libraries was the idea of evolving a national policy regarding the format of text books and supplementary readers and assigning higher priority to books and libraries at the policy level. Individuals and agencies working in this field should be involved by the Govt. and cooperation extended to them in solving their problems and working out new strategies.

Theme IV

Teacher Effectiveness and Child Centred Education

Chair Person : Dr. R.P. Singhal

Theme Initiators : Prof. D.B. Desai
Prof. S. Narayan Rao
Prof. C.G. Pande

The theme was initiated with the remarks that since teacher is the pivot of the entire educational process, the quality of good education depends on the quality of teacher and teacher education. To begin with constraints faced by the teachers in the present system in the form of heterogeneous classrooms, fixed hours of teaching, transacting an uniform curriculum were highlighted by the speakers. These hinderances, they said, posed serious / ^{constraints} and problems in the effective functioning of the teacher. Teacher's role in child-centred education, it was argued, has to be visualized in the context of some of these limitations and handicaps. Teacher effectiveness should, therefore, be increased in order to overcome some of these problems.

As things stand today the accent is on information transmission, fact finding and skill development. Teacher provides learning in a formal and routine manner following the traditional S-R model. While the teacher is called upon to

steer the overall development of child's personality, a shift needs to be made to the holistic model requiring him to be as much concerned with attitudes and emotional state of the learner, his values etc. as the imparting of subject matter knowledge.

In the context of child-centred education it was felt that the teachers' role is envisaged as that of an agent of change, a mobiliser and a facilitator, a person sensitive to the developmental needs and problems of the students. In order to be responsive to the feelings and emotions of the learner he would also have to be an effective communicator. The theme initiators pointed out the personal qualities of the teacher such as his attitudes, motivations, his competencies and skills which are also important to encourage and stimulate the child to learn. It was felt that an attitude of understanding, warmth and acceptance will help in creating much of the permissive climate in school conducive to positive emotional growth of the child. An atmosphere free of restraint in classroom will stimulate in the child the spirit of ^{inquiry,} curiosity to know and learn and also a desire to be a continuous learner. But it would require the teacher to be alert, active, vibrant, dynamic and versatile. He would need to be a continuous learner himself allowing the learner to quench his thirst from a continuously flowing stream of knowledge. Emphasis was also laid on the necessity of his being well versed with innovations and with modern principles of teaching to be able to meet the needs of a changing society.

Another view was that teacher's role should also be to sensitize the students to appreciate their national and cultural heritage to make them feel responsible for its conservation. While the teacher is the key person entrusted with the enormous task of moulding and channelling young minds and hearts, his conventional training does not equip him with necessary skills to perform all these functions. The newer demands on him in the child-centred approach requires a newer emphasis in the professional teacher preparation both at the pre service and inservice levels.

The rationale and structure of pre-service teacher education has been exhaustively discussed by NCTE, however future changes were visualized in this session in view of the teachers' role in the child-centred approach to education.

At the pre-primary level, teacher education curriculum with a child-centred focus should include a core curriculum consisting of emphasis on :

- a) involving children in play activities
- b) emphasizing learning as a highly individualized process for the young child with the pace, direction and nature related to the child's developmental stage and interest,
- c) understanding strengths and weaknesses in children etc..

During the preservice programmes the teacher, through practical activity, should ensure full participation and involvement of children in the process of learning. There was a suggestion that 20% time should be devoted to preparing teachers for teaching through play activity at the primary stage of School education. Besides this the principles and practices of child-centred education and of process of evaluation at school stage should also find place in the teacher preparation curriculum at all levels.

At the primary and upper primary levels the focus of teacher training curriculum should be on building positive self concept and individual growth, promoting self learning habits, developing responsibility and bringing optimal co-ordination of home and school child rearing practices. The primary teacher in addition should be acquainted with child care approaches in order to develop all round competence among the children.

At the secondary level also, it was advocated that courses in principles and practices of child care education adolescent development and evaluation in secondary schools should find place in the pedagogical theory part of the curriculum. At the level of practice teaching training in project work, lesson plans, organizing self learning may be given weightage.

Emphasis was also laid on inservice training of teachers of at least one weeks' duration for those who have not been exposed to any kind of innovative approaches in education. Other strategies suggested were dissemination of information through printed matter, mass media, face-to-face discussion etc..

Performance appraisal system for teachers was also emphasised for their academic and professional growth. Such a system would help develop innovativeness and initiative in teachers and can in turn be an instrument for improvement of education.

Theme-V

Evaluation, Philosophy and Procedures

Chairperson : Prof. C.L. Anand

Theme Initiators : Prof. T.S. Shanmughan
Prof. Ishwar Reddy
Prof. C.T. Panda

At the outset, the Chairperson expressed the feeling that there has been much talk about evaluation but little has been achieved to make it more systematized and catering to higher level objectives, even after three decades of thinking and discussions. The ideas intended to be implemented had not really percolated down to the level of classroom teacher. He urged that more interest should be generated in this movement and attention should be paid to the modalities of introducing internal assessment at all levels and methods of grading and scaling worked out. It was emphasized that evaluation should be internal, continuous and comprehensive. Reference was made to the old Gurukul system of education, both in general studies and in the field of fine arts, to learn more about the concept of child-centred approach. Stress was laid on the autonomy and decentralization of evaluation. It was suggested that it could be tried out on an experimental basis in some schools model/like 'Navodaya Vidyalayas' and if found feasible could be

implemented in other schools. In the light of the need for all round development of pupils in physical, cognitive and affective areas and the need for assessment in these areas, evaluation by teacher was strongly recommended, though it was deemed to be a difficult task.

It was further pointed out that evaluation and examination was ~~one~~ important factor responsible for a high drop-out rate and hence the possibility of eliminating this factor was considered desirable. Also, in the present system of examination, there was no correspondence between the person who sets the paper and ^{the} one who evaluates the scripts. The teacher was visualized to be the right person in the internal and continuous system of assessment as he/she would be well acquainted with the pupil.

Other issues like need for having student profiles at class, state and national levels, and use of academic achievement tests like Scholastic Aptitude Tests as invogue in U.S.A. were brought up for discussion. In view of the problem of large number of students these days, the examination system was proposed to be retained, on the plea that the word 'child-centred' mentioned in the policy should not be taken too literally to mean an individual child.

Evaluation in its sociological perspective came up for discussion. The view presented was that most of the educational

problems arise because of lack of harmonization between school and society. The gap between the two. It was pointed out that emotional not cognitive. In the natural course, the child is reared in a permissive, child-centred milieu with his immediate family and neighbourhood being his society. When a child when captured by a school with excessively formal and closed system is bound to feel suffocated and very 'drop-out'. In order to prevent this alienation it is imperative to metamorphosise the school to be responsive to the emotional support needs of the children; in other words, to make the schools polarised towards child-centred education. There is a need to identify the pattern variables that bring out the differences between the two systems i.e. home environment and school environment, and based on these, to work out the curricular, organizational, pedagogic and evaluation contents and procedures. Among seventeen pattern variables identified were factors like discipline, cultural gap, social discrimination, familiarity of task, learned behaviour of teacher, evaluation comparison, participation in activities, formality of learning situation, opportunities for tension release etc.

Importance of emotional education and its proper evaluation was also highlighted in this session. It was pointed out that teaching currently imparted in schools is primarily directed towards adaptive, socially desirable behaviour and cognitive competencies to the effect that the emotional life of pupils is being perpetually neglected. Emotional education was also

recokened as one important factor in affecting scholastic performance. For example emotional disturbances like test anxiety, fear of failure, self-defeating behaviour due to depression, anger or guilt etc. have been known to be interfering with performance in school.

Reference was made in this connection to a number of approaches, specially to Rational Emotive Therapy and how it could be put to effective use in helping the pupil rationalize his emotions and save himself the risk of suffering psychological consequences of negative happenings. Suggestions were given for training of teachers in this important instructional area.

Thema- VI

Research and Innovations in Child-Centred Education

Chairperson : Prof. P.D. Hajela

Theme Initiators : Dr. H.C. Singha
Prof. A.K. Singh
Prof. N. Vaidya
Shri Anant Pai

Introducing the topic, the Chairperson pointed out that ideas have been available to us from the West and from various situations in various forms. What is needed is adaptation of these ideas to suit our requirements. For example, he said, individualization of education and evaluation was impeded by the simple reason that the number being educated was tyrannical. According to him adaptation of ideas and innovations in education could make the child-centred education more acceptable.

The problem of research and innovations in child-centred education was approached from a variety of perspectives, viz.,

- (i) the need for planning research which would lead to sound decisions in educational planning
- (ii) the relevance of societal factors like socio-economic status towards academic achievement,
- (iii) relationship of emotional development and self-acceptance of the child to his intellectual competencies, and
- (iv) some of the empirical observations regarding relationship between process and outcome variables in education of children in India and abroad and the possible intervention and strategies.

Research in India, it was held, is a post-independence phenomenon and mainly of the variety of surveys and duplication of ideas. There has been no breakthrough in research in our country and no decisions are consequently based on actual research. Differentiating between decision-oriented research and conclusion-oriented research, the preference for former and its utility for the school was expressed. The importance of giving empirical and scientific support to educational models and planning initially based totally on lunches was under scored.

The second kind of differentiation between two categories of researches was made between researches concerned with pupil achievement as related to teaching methods and materials, school climate, teacher effectiveness etc. on the one hand and the societal aspects of achievement on the other. Referring to both Indian and Western researches it was pointed out that the consensus among findings was that social disadvantages and disparities have an adverse effect on academic achievement. It was also emphasized that whereas psychologists have been able to diagnose the problem they have been fighting shy of recommending any solutions. Dr. D.S. Kothari's idea of neighbourhood schools to get over the problem of social inequalities in educational provisions was upheld because education, it was pointed out, was one of the means of perpetuating social inequalities. The logical conclusion, therefore, is that remedy lies in society.

The problem is more socio-political. Need for carrying out research in regard to the possible socio-political constraints in the way of equity in education was therefore, emphasized.

The third major emphasis was on need for introducing innovations by way of including supplementary reading materials and comics etc. for enriching the students' information and making the process joyful. The idea put forward was that we have not been able to sell education to children because of dreary course content imparted in a complicated way leading to dropouts. The matter boils down to value-orientation, to having a better communication between teachers, parents and community, and by searching and researching into physical and emotional needs of children and youngsters. The crux of the problem, it was stressed was inducing self-acceptance among children, and heightening their self-esteem and self-confidence. The need for working with students and counselling for enhancing their self-esteem and developing their personalities was stressed.

The last area of focus was the need for investigating into the process variables like students capacity to learn, teacher competencies and skills for imparting information and motivational aspects of learning and communication in the classroom. Research findings in this regard highlighted the developmental trends in learning and experimentation among children and the need for the teacher to give some free moments

students to think and reflect on such innovations. It was suggested that it may be difficult to introduce it at national level, but could be experimented thoroughly and later on extended, at school level.

Among other suggestions were :

- (i) the need for discouraging degree-oriented and conclusion-oriented research,
- (ii) the need for Boards of Education to sponsor need-based research,
- (iii) the need for providing facilities for conducting research and introducing innovations,
- (iv) the need for consumer-sponsored research
- (v) the need for maintaining high quality of research -
- (vi) the need for having a definite research policy, discouraging research leading to scattered bits of micro-conclusions
- (vii) the need for compiling innovations
- (viii) the need for properly utilizing available funds for research and innovation
- (ix) the need for discouraging vested interests and commissioning it to responsible organizations, and
- (x) the need for monitoring researches on the basis of felt-needs.

Endorsing the view of the theme initiators, the Chairperson wound up the session by expressing the hope that further discussions would help in concretization of guidelines and strategies for action.

THIRD SESSION

Theme VII

Use of Computers and Educational Technology with reference to Child-Centred Education.

Chair Person : Prof. M.M. Chaudhari

Theme Initiators : Prof. A.B.L. Srivastava
Prof. C.H.K. Misra
Prof. L.G. Sumitra
Prof. C.L. Kundu

The deliberations in this session started with Chairperson's remarks about the prevalent misconception about the concept of educational technology. It was stated that the term educational technology is generally associated with the use of machines such as T.V., radio and video tape-recorders and computers. Some experts also use the terms hardware, software, media taxonomy etc. to describe it. In fact educational technology means application of systems, media, methods, human and non-human resources towards the improvement of teaching and learning. It was further stated that educational technology enables us to make learning individualized. In the Indian context, especially, it can help in the process of democratization of education i.e., we would educate large masses of people at one time.

One of the speakers asserted that if we want to utilize educational technology well, we need to evolve our own framework. India being a vast country has enormous diversity of culture. In order to meet the needs of the children coming from such differential socio-cultural background, indigenous programmes will have to be developed.

Child-centred approach calls for programmes focussed on the child in terms of his level of maturity, language capability, background etc.. Programmes based on these parameters would provoke the child's thinking, imagination, ~~curiosity~~ and involve him totally in it. Programmes suited to a child's imagination would create in him a sense of wonder, a sense of music and rhythm, stimulate him to explore, imitate and experiment on what he has seen and found. Though T.V. particularly the objective is to stimulate and encourage the child to engage in series of productive activities.

A significant point put forward was that the educational technology helps ^{to} stimulate the right hand side of the brain which is responsible for creative thinking processes, development of which is otherwise neglected. The way education is being imparted today, the left hemisphere gets primarily focussed with the excessive emphasis on verbal skills, memory, reasoning and comprehension etc.. Through educational technology the attempt is to trigger off the right hand side of the brain.

One of the theme initiators spoke of the various uses of computer in education.

It was pointed out that computer could prove to be a good aid for handling large mass of data; for maintaining records; for providing individualized instructional programmes and for allowing people to learn at their own pace. Thus learning could be made a joyful activity. Computer assisted teaching/learning can also enhance the problem solving capacity in children. It would also prove useful in identifying potential dropouts, failures, slow learners as well as the talented and the gifted. Besides these, the computer could help in guidance and counselling of students especially for shortage and retrieval of occupational information and for serving as an item bank. Its utility for improving the various aspects of school management were also highlighted.

Talking of production of educational programmes, it was felt that so far our programmes are not really child-centred as they are not according to child's experiences and capacities. Child-based programmes should be an interactive one, making the listeners or the viewers pretty involved in it. It was suggested that feedback from the children should be obtained to improve the quality of such programmes.

Another point raised was regarding the utility of media only for the privileged, the talented and the gifted. It was however pointed out that this was a sad misconception and that

the greatest utility of media lies in its being of use to all i.e. for even the average, below average the slow learner etc. as it allows students to learn themselves and at their own pace. Doubts were also raised regarding the availability of software in the regional languages and also the access to hardware in far flung rural areas. The participants were informed that Radio and T.V. sets are being provided in many schools even in rural areas. Regional Resource Centres are being set up to develop programmes in regional languages keeping in mind the specific regional needs. Thus the process of evolving a system and support base for effective audio-visual and computer software has begun. Dissatisfaction was expressed by some discussants over the quality of programmes being developed by the CIET. In response to this, it was pointed out that the use of technology in education had just begun in India and we are constantly striving towards producing good quality programmes.

THIRD SESSION

Theme VIII

Child Centred Education-Future perspective

Chair person : Dr. Kireet Joshi

Theme Initiators : Prof. D. Sinha
Prof. R.N. Rath
Prof. G. Mishra

The deliberations related to this theme were specifically aimed at visualizing the future of the child and society in the context of child-centred approach to education and also visualizing the future status of child-centred approach itself. Although the proceedings of the previous sessions have implications for the future of the child-centred approach but this particular session was exclusively devoted to highlight some of the significant ideas related to the future perspectives.

The opening remarks of the chairperson highlighted that child-centred approach to education and learning society are parallel. The sovereignty of the learning society is based on the educational approach which focusses on the child. Learning in such a society will not be confined to the school and college but will be available at every place where people gather whether it be the library, reading room, clubs or any

place, where learning can be had. It subsumes that learning will be life long, without any form of examination but using means of self-evaluation to know whether what the child has learnt applies to life. In this context, question was posed to foresee what kind of home, school and community would be there, to meet the needs of child-centred approach.

Talking about the future perspectives, one of the speakers stated that child-centred education has to be visualized in terms of the child in the eco-cultural setting. Elaborating the idea, an example was quoted about an African town, Losetha, where the economy of the country depends upon the cattle herd and the teacher follows the students along with the herd, thus teaching them in the context of their ecology and community. It was emphatically stated that one has to visualize the child-centred education in terms of not only the child but his total environment. The idea of uniformity and standardization needs to be done away with as it does not in any case go with the child in his eco-cultural setting. Keeping in view the heterogeneity and economic and cultural diversity in India, it is imperative that educational contents and knowledge be cast according to particular setting. Teachers have to develop sensitivity to understand the child in view of the background of his life style.

Another aspect discussed during the session was that we look forward to a future where there will be equality in educational opportunity. It was argued that so far our emphasis has remained on providing good education for some and some education for all whereas good education has to be made accessible to all including the disadvantaged children. However, if we are to provide equality of opportunities, the standards of the poorly equipped schools, especially in rural areas, need to be brought to the level of good schools. While taking note of existing disparities in the education of the elite and the poor due to public school system, one of the speakers underlined the need to remove such disparities for equitable distribution of educational opportunities.

There was a suggestion that pre-school preparation is essential for the vast majority of Indian children whose home backgrounds are not conducive enough for intellectual, emotional and social stimulation. However, such facilities are mainly accessible to the children of the privileged class at present. It was pointed out that pre-school education, in fact, can help increase the retentive power of the schools. It can equip children, especially the disadvantaged, with necessary skills to handle complex cognitive tasks before they go in for formal schooling. To the suggestion of making pre-school education universal, it was pointed out that it carries tremendous financial implications. Specific steps should be taken to make funds available for pre-school education.

Another strategy suggested to help the disadvantaged overcome their deficits and thereby check the dropout rate was to improve the condition of rural schools. It was advocated that provision of mid-day meals to all children is a must. Besides this, appropriate reading materials and play materials should be available in such schools. Compensatory education, especially to class I children, needs to be provided. Overall, to build the future vision of every child going to school, need was felt to create public awareness and right kind of attitude towards pre-school education especially for disadvantaged children. For this, help could be sought from voluntary organisations. Services of the educated unemployed could also be utilized in this regard.

There was a mention that good teacher has always been child-centred. The focus, therefore, should be on preparing good teachers. Improving the quality of teacher training should be a continuous effort. Multi-media can serve as an important resource for mass orientation of teachers, especially the in-service teachers.

Other points put forward in view of the futurology of child-centred approach to education were related to changing the content and methodology of the curriculum and the examination system in the perspective of learner-centred approach, strengthening the communication technology and the interaction between family, home and community etc.

A point was raised that the future directions of child-centred approach should be visualized in terms of the present-day set-up. In future, there is likely to be population explosion and explosion of knowledge and expectations. Due to population explosion, there will be shortage of land for schools and a likelihood of greater number of students in schools compared to the number of teachers.

At this point, the Chairperson brought forward some concrete suggestions. To be able to meet the educational needs of the large number of children due to population explosion, the idea of adopting the group specific approach to education was highlighted. It was mentioned that this, nevertheless, would retain the individualized approach as envisaged in the child-centred approach. It would help maintain the individuality of the child in sense that child would be allowed to express himself freely, to communicate and to question and to pursue activities at his own pace. To meet the challenge of the explosion of knowledge, it was suggested that computers could be utilized for storage and retrieval of information. Further, the potential use of television as an instrument of mass education can be capitalized on as it has implications for learning for all citizens of the society. Television provides the scope for combining education and entertainment and can make the subject matter more interesting.

Talking about the possibility of increasing number of students compared to teachers, it was pointed out that ratio of teachers and students is not that important as is the effectiveness of the learning materials. Learning materials can be so organised that these could be presented at three levels, viz learning materials catering to the majority of children having common needs and characteristics; learning materials for special groups of children and learning materials catering to specific individuals. For this, however, long term planning is essential. The time has come to take a big step forward and experiment upon these ideas to see their practicality.

SALIENT RECOMMENDATIONS OF THE SYMPOSIUM

Chair person : Prof. Anima Sen

Theme Initiators : Dr. Asha Phatnagar

A number of suggestions for ultimately evolving a plan of action, as a sequel to the symposium, emerged during various sessions. These were presented theme-wise before the participating experts and their concurrence was obtained. Majority of the suggestions presented were approved by the group as such whereas a few were modified as per recorded observations. The finalized suggestions were later used for arriving at final recommendations. The salient recommendations, theme-wise are presented below. The final recommendations based on suggestions incorporating the modifications desired by the participants are presented below :

Theme-wise salient recommendations

Theme-I Child-Centred Education:Some Theoretical Considerations

Chair person : Prof. J.N. Joshi

Theme Initiators : Prof. N.Y. Reddy
Prof. S.P. Ahluwalia
Prof. G. Misra

The recommendations which emerged as a result of the deliberations are :

1. Though the idea of child centred education is not new in India, what is new is the angle from which we have to approach the whole concept in the present day Indian context. We have to keep in focus the child coming from different socio-economic backgrounds viz., the rural child, the poor child, the disadvantaged child, and the child from the working class etc.
2. The objectives of education have to vary according to the specific needs of children in different social milieu. We should, however, not forget that education has to maximise each child's capacities, develop in him desirable values, self-concept, and other qualities like independence of thinking creativity and self expression.
3. Education has to be broad-based. It has to take care of not only the cognitive development of the child but his affective, psychomotor and social development as well.
4. For achieving the goals of broad-based education the process of learning, strategies of instruction, quality of teachers, well designed curricula, etc. are all important which have to be properly geared to the specific needs and background of children.

5. Special emphasis should be laid on the needs and problems of the disadvantaged children who despite having the same level of ability are lower on scholastic achievement. Children from the deprived sections should be provided with good and intensive quality education right from the pre school stage. The education by and large should be both product and process oriented.
6. Education must go beyond the school. It has to take into its folds not only the parents and family but the entire community to facilitate the allround and harmonious development of the children.
7. Proper action strategies should be devised to implement the process oriented teaching rather than context oriented education.
8. Learning experiences should encourage intrinsic motivation rather than extrinsic motivation. Evaluation of learning has to be in terms of feedback from activities which can enhance the intrinsic motivation in the child.
9. Different theoretical models of education should be reviewed and examined from time to time to select the best under the existing circumstances and context because a sound practice requires a sound theoretical base.

- 10.⁶ Education for life should be emphasized. Efforts should be directed to develop desirable values, attitudes and skills. Activities and methodologies should be duly modified. Keeping in view the variabilities in the potentials of children in varied social context.

THEME-II : Need-Based curriculum for Child-Centred Education

Chair Person : Prof. K.D. Gangrade

Theme Initiators : Father T.V. Kunnankal
Prof. Anil vidyalankar
Prof. B.K. Passi

Keeping in view the views of the discussants and the chairperson on the said theme and the resultant discussions with the participants, the following recommendations emerged as salient ones :

1. A proper frame of reference should be evolved to design the curriculum after making an honest need based-assessment using socio-economic-cum-cultural rather than merely sociological approach.
2. There should be sufficient decentralization of education. Both content and methodology of curriculum should be emphasized with enough freedom and professionalism. There should be greater clarity of the goals of education and there should be explicit statement about vital

issues such as how various subjects are linked with each other and how essential skills can be taught. .

3. As a result of the decentralization in education and gradual withering away of Boards of Education, the leadership roles of institutions such as NCERT and CBSE in developing curriculum models, policy related to accreditation and setting up of and maintaining standards of education through research, field visits, and consultancy should be clearly articulated.
4. Curriculum should be designed keeping in mind the financial and administrative constraints.
5. Curriculum should not lay undue importance on memorization.
6. The curriculum should not encourage teacher domination. The teacher should only act as a facilitator with a lot of autonomy, freedom and discretion for introducing flexibility in the whole process of education. It is important that the teacher should be aware of the objectives of teaching different subjects incorporated in the curriculum rather than merely teaching these without any specific objectives in mind.
7. Examination system should be formative rather than summative or disciplinary in nature.

8. Innovative Technology for self reliance has to be employed. To begin with at least in one school in each state, on an experimental basis, the technology for self-learning can be tried out in place of education dominated by the teacher. Self learning can be motivated through natural and genuine components of creative education viz., fun, fantasy and humour at least in lower grade.
9. A rational and open-ended system of learning should be developed rather than just memorizing. The children should be encouraged to question, think, explore and argue.
10. Opportunities should be provided to the children for co-curriculum and community participation activities and for participating in host of activities of their interest, both in and outside the school. This should apply at all the stages of school education.

Theme-III: School and Child-Centred Education

Chair person : Prof. K.G. Desai

Theme Initiators : Prof. P.R. Nair
Shri M.N. Kapoor
Mrs. Ira Saxena

Matters related to the overall improvement of school-plant, planning, administration and allied themes were discussed by the initiators. After adequate discussions the following recommendations emerged.

1. All education is to take place in school situations. Deschooling is not going to happen in the near future. Implementation of feasible and practical ideas for drastic improvement in the existing system will be really meaningful and desirable.
2. Sustained and continuous opportunities should be provided to the children to learn on their own. This can also be done through simulation of real life situations, hobby centres etc. like pioneer houses, pioneer palaces and young Technician Stations of Soviet Union.
3. In the child-centred approach more stress should be laid on cognitive and affective domains rather than on behaviouristic theories of psychology.
4. School management should be flexible so that the global environment remains congenial, democratic and conducive socially and emotionally healthy conditions should be provided to facilitate all round development of children. Positive organizational health and hygiene should be maintained at all cost.

5. There should be emphasis on well planned system of sustained learning rather than routine and monotonous teaching.
6. Text books, supplementary readers and other reading materials for children should be made absorbing, interesting and attractive so that the children may feel like picking them up at first sight and read with them ^{with} pleasure. This will nurture curiosity and requisite interest in reading activity and in inculcating healthy reading habits.
7. Introduction of crafts in schools should be according to the local needs and requirements and prevailing environmental conditions!

THEME IV : Teacher Effectiveness for Child Management

Chair person : Dr. R.P. Singhal

Theme Initiators : Prof. S. Narayan Rao
Prof. K.C. Panda
Prof. D.R. Desai

On the basis of opinions expressed by the discussants and the participants, the following recommendations emerged :

1. There is urgent need for more effective and innovative teacher preparation.

2. Teachers have to continue learning throughout their life in order to educate the children innovatively and effectively. They need to develop greater sensitivity about children.
3. Positive attitudes, perennial motivation and effective skills of the teachers themselves are important to encourage and stimulate children to learn effectively.
4. Adequate and meaningful pre-service and in-service training of teachers at all levels i.e. pre-primary, primary and secondary will contribute positively to teacher effectiveness. School based inservice training programmes may also be provided to the teachers. The work in DIETs should be planned with innovation and insight.
evaluate
5. Some vital issues such as how to/scientifically evaluate the overall work of a teacher and his global effectiveness in the classroom should be considered in detail.
6. Perennial motivation of teachers through ego-involvement is important. It should be augmented properly.
7. House system in institutions should be encouraged and its role in building up leadership qualities in children should be highlighted.

THEME- V : Evaluation, Philosophy and Procedures

Chair person : Prof. C.L. Anand

Theme Initiators : Prof. Shanmugam
Prof. C.G. Pande
Prof. Eshwar Reddy

During the course of the presentations by the initiators and later on during the discussion with the participating experts the following recommendations emerged :

1. Evaluation needs to be interpreted in the present day context.
2. The evaluation system should be autonomous and decentralized. This can be tried in some model schools like Navodaya Vidyalayas on an experimental basis and if found successful this can be implemented in other schools also. Emphasis should be on continuous comprehensive internal assessment at all levels and on the evaluation by the teachers who know the children abundantly and thoroughly.
3. The total profile of the child is important. Cumulative record cards should be maintained in order to understand and help the children.
4. There should be a family-school continuum because the impact of both is important in child's development and education.

5. Tools and techniques, and methods of evaluation have been over emphasized. In testing more of a Psychometric rather than psychometric socio-anthropological approach/approach should be adopted?
6. Importance of the affective domain cannot be over emphasized. Proper institutional and home atmosphere should be provided for inculcating emotional competencies in the child and then its proper assessment should be done on a longitudinal basis.
7. Use of criterion-referenced assessment should be encouraged at all levels of school education.

THEME-VI ; Research and Innovations in Child Centred Education

Chair person : Prof. P.D. Hajela

Theme Initiators : Prof. A.K. Singh
Prof. M.S. Singha
Prof. N. Vaidya
Shri Anant pai

The theme was initiated by highlighting that some basic ideas are available with us from the West and from parallel sources, in various forms. What is needed is adaptation of these ideas to suit our requirements. The problem of research and innovations has been approached from different perspectives. On the basis of prolonged discussions, following suggestions emerged :

1. There is a need for having decision oriented research which would lead to sound decision making in educational planning.
2. Research to study the effect of societal influences like socio-economic factors on academic achievement should be encouraged.
3. Research to study the proper emotional development and self acceptance of the child and their relationship with his intellectual competencies and use of some of the empirical observations regarding relationship between process and outcome variables in education of children in India and abroad and the possible interventions and strategies should be encouraged perennially.
4. NCERT should take up quick surveys and researches of good quality.
5. There is need for introducing innovations in education and learning by way of including supplementary reading materials, comics and historical and parallel educational materials as well as which will make learning experiences joyful and informative.
6. Research in communication and collaboration between parents teachers and community is required to make the child centred education more meaningful.

7. Need for introducing innovative practices such as counselling for children for enhancing their self esteem, self confidence and self-acceptance was emphasized. . .
8. The importance of research in the process variables like student capacity to learn, teacher competencies and skills for imparting information and motivational aspects of learning and communication in the class room situations was emphasized.
9. Some innovations such as giving time to children to think and reflect should be introduced in schools, at least at selected institutions if not at the national level.
10. Need-based consumer-sponsored research should be encouraged.
11. Degree oriented and dogmatic type conclusion-oriented research should be discouraged.
12. Facilities for conducting research and introducing innovations should be provided to the teachers and educational administrators.
13. There is need to maintain high quality of research on a sustained basis.
14. Proper and timely use of available funds for research should be ensured.

15. Proper communication between the researchers and policy makers should be ensured without fail and without any delay.

THEME-VII

12th Oct., 1988

8.30 A.M.

Use of Computers and Educational Technology
with Reference to Child Centred Education

Chair Person : Prof. M.M. Chaudhari

Theme Initiators : Prof. A.B.L. Srivastava
Prof. C.H.K. Misra
Prof. L.G. Sumitra
Prof. C.L. Kundu

On the basis of detailed discussions, the following recommendations emerged as important ones :

1. Educational programmes can not be borrowed from foreign countries. We have to develop our own programmes for Indian Children.
2. Use of Computer and other mass media makes the teaching and learning enjoyable, though it is expensive.
3. Computer is primarily helpful in individualised learning. This fact should be kept in mind while planning computer literacy on a massive scale in the country.

4. Computers can be useful in identifying the possible dropouts and thus save educational stagnation and wastage.
5. Computers can be helpful to guidance workers and counsellors for collecting information related to students on a large scale and then for storing it properly and scientifically.
6. Computers can be used in preparing school time table and in allotting periods for each subject.
7. Computers can be used in preparing test items, in test construction and in their proper storage.
8. Only those mass media programmes should be developed which are suitable for children in the real sense of the term.
9. The script of programmes should be developed in accordance with the potentialities thoughts and capacities of the children.
10. Educational technology is helpful for nurturing the gifted and talented students and for properly motivating average and below average students.
11. Educational technology helps individuals in problem solving parameters, language competency and motor skills.

12. Media can facilitate the child's expression of his creative abilities.
13. A proper support system should be initiated for the effective use of educational technology and computer-based education.
14. Educational technology software should be developed after receiving proper feed-back from children, their behaviour pattern and above all affective and cognitive pre-dispositions.
15. Regional Resource Centres are being set up to develop need based and suitable packages, taking into account the specific regional needs and languages and we have to evolve a system and support-base for effective audio-visual and computer software.

THEME-VIII : Child Centred Education-Future Perspective

Chair person : Dr. Kireet Joshi

Theme Initiators : Prof. D. Sinha
Prof. R.N. Rath
Prof. G. Misra

On the basis of the information given by the theme initiators and the discussion with the participating experts, the following recommendations emerged as important ones :

1. Sovereignty of the learning society is in the learner i.e., the child.

2. There is need to provide a new kind of school keeping in mind the needs of the specific children located at different places and in different groups. Recognition of specific groups is important.
3. Not only the child but the total life style of the community to which the child belongs and the total socio-economic cum-cultural system, of which the child is an integral part, should be emphasized while drawing up any worthwhile educational policy and system of education.
4. The teacher has to be more receptive and sensitive to the level of information to which the child belongs.
5. The future of child centred education will depend to a very large extent on the fact that all the children in all the geographical areas should attend the school.
6. Proper attention should be paid to the first generation learners who have very odd and innumerable problems which are ultimately responsible for their failures and consequently for their drop out.

These first generation learners are seriously impoverished in various ways. They lack in basic skills and have poor language ability.....and are also deficient in multiple other ways. The school programmes

should be so innovatively organised that such children continue their studies and desist from dropping out of the educational stream.

7. Proper pre-school education and training is a substitute for home in the case of deprived children. Provision for pre-schools should be made for such children where they can play freely with structured materials which will develop their cognitive abilities. Mid-day meals should be supplied to all the children to enable them to work more effectively.
8. Teacher training should be of such a nature and quality that teaches teachers to respect children coming from different strata of society.
9. Mass media and educational technology should be used to raise the aspirational level of children, particularly from the tribal and backward areas.
10. Public awareness needs to be created for effective education and active participation of parents and community in educating the children needs to be emphasized time and again.
11. The change has to take place at the societal level in order to make education really child-centred. For an open ended and creative system of education. Our society has to deliberate at all levels and then evolve a realistic, viable, value-oriented and innovative educational system.

12. A chain of such schools should be opened with relevant speed where the role of child and his gestalt development is considered more important.
13. We need to change the methodology and content of learning process. Development of human values is extremely important.
14. Correct use of mass media should be judiciously make for better communication between child, home teachers, society and community. Relevant policy, issues have to be decided in this connection.
15. Education should be broad-based and meaningful and should prepare children for the society of today and that of tomorrow.
16. We should have high quality of creative education for all, from where we can switch on to group-specific education and child-centred education. The latter should be our ultimate goal.
17. We need to experiment a lot in some selected schools so as to make a beginning towards child-centred education. This experimentation is a long process but without losing heart we should pursue assiduously towards this cherished goal of the society and the nation.

18. A proper teacher taught ratio is important and hence it should be attended to urgently.
19. There is need to classify the learning materials into 3 specific categories :
 - (a) The content to be disseminated to all. It is a group materials of a basic nature.
 - (b) Material for a smaller number of students viz., academically bright, genius and talented.
 - (c) Content for specific group of children viz., physically and mentally handicapped and similar categories.
20. The teacher of today should be trained in such a way as to create a congenial class situation which takes care of all these 3 types of students. Attempts should be made to open as many pre-school institutions for children as is feasible and possible keeping in view serious prevailing financial and other constraints.
21. Innovative researches should be conducted to plan and produce as many types of play materials & educative toys as possible. This should be the chief-edifice of pre-school, nursery and early primary education.

VALEDICTORY SESSION

- Chair Person : Shri L.P. Sahi, Union Minister
of State for Education and
Culture.
- Chief Guest : Smt. Margaret Alva, Union Minister
of State for Youth Affairs, Sports,
Women and Child Development.
- Welcome Address : Dr. P.L. Malhotra, Director
N.C.E.R.T.
- Presentation of Report: Prof. K.N. Saxena, Head
DEPC&G, NCERT
- Vote of Thanks : Prof. H.S. Srivastava
Dean Academic, NCERT

The valedictory function of the symposium started with Dr. P.L. Malhotra, welcoming the guests and participating experts to the closing function. Dr. Malhotra addressed the child as the hero of child-centred education, urging the educationists to consider the profile and special needs of urban, rural and tribal children. Walving aside the charge of imposing heavy educational curricula on school going children, he brought to focus the absence of basic educational facilities like chalk, blackboard, books etc. in majority of Indian schools and questioned the existence of heavy load. Dr. Malhotra also stressed the need for paying attention to the rural and deprived child and help him develop physically, emotionally and spiritually. Learning by the child, he said, must be a joy, with music, languages and sports being as important as physics and mathematics.

VALEDICTORY ADDRESS

Delivering the valedictory address, Smt. Margaret Alva spoke about the child with a touch of feeling and as a child manager more than as a politician. She called for a political will to implement the commitment towards child-centred education made in the National Policy of Education-1986, stressing upon the need to understand the child's mind, body and behaviour, instead of increasing the load on him. Regretting that today education is teacher-centred rather than child-centred, she questioned the validity of education that does not allow a child to ask questions and satisfy his curiosity. The process of imparting education, according to her, must change so that children do not have to cram information that has no relevance to their environment, life style and the future. In this context she called for a participative approach to teaching-learning process as also the required action to stop sacrificing extra-curricular activities, sports and reading for pleasure at the cost of academics.

Calling attention to the urgency to initiate action in this regard, she said that the status quo on the policy implementation on education of the child would not change unless a priority budget was allocated to education. If we cannot start with the child now, she added, we have lost another generation.

Smt. Margarat Alva also pointed to the existing disparities between the education of the urban child, the rural child and the ^{female} child. She said, the urban child, overloaded with books, needed his parents or tutor to help him do his homework and also had little time for his self-development. Such a child, in her opinion, was being trained for competing for admission to IIT's and medical colleges to fulfill the ambition of parents more than anything else. On the other hand rural child had no books at all, no school building, no slates and chalk. Rural children went to single teacher schools, some of them victims of discriminatory practices like having to sit outside the classroom. Smt. Alva also pointed to the discrimination against the girl child whose education was neglected, particularly in rural areas. She appealed for bringing about sex equality in educational provisions. Referring to the need for commitment to the child on the part of Ministry of Human Resource Development, she urged the politicians, planners and administrators to forget the differences at regional and state levels and have a better co-ordination between various departments looking after child welfare.

Presidential Address

In his Presidential address Shri L.P. Shahi expressed his gratitude over the large number of high quality papers contributed by academicians, educational thinkers, eminent scholars and educational administrators, which he believed would help clarify the basic concepts on child-centred education as envisaged in NPE, 1986. In bringing home the need for giving around education to the child, he said, that though the child of today is wiser than the child of previous years in cognitive abilities, he lacks the vision and broad spectrum to become enlightened citizen of today. Similarly he said, the teacher of today though very well informed as far as concrete knowledge is concerned, lacks the delivery system which will inspire divergent thinking, and innovative and creative behaviour among children.

Laying emphasis on the necessity for providing a rich environment including opportunities to participate in social and extramural activities related to the wide spectrum of interests and aptitudes, Shri Shahi said that this would bridge the gulf between the present day education and future demands of society. He suggested that the thoughts of Mahatma Gandhi on education should be incorporated in the curriculum if the child purpose of education was really to draw out the best in each child and to meet his needs and aspirations.

Shri Shahi hoped that the concrete decisions taken by the scholars attending the symposium had enabled them to draw up a plan of action geared towards the global and gestalt development of the child. This plan of action he urged, should be circulated among the SCERTs and DIETs all over the country. The teacher training colleges should be apprised with the salient recommendations. The new model of teaching, he said, should create among teachers an unending love for the child and for teaching as a profession so as to help produce enlightened citizens of tomorrow rather than sources of accumulating redundant knowledge. The new plan of action, Shri Shahi reiterated, would save the present generation from becoming stagnant and frustrated. Education will be visualized by teachers as a perennially moving process as a result of manifold innovative teaching-learning situations. This would go a long way, he said, in accomplishing the often repeated dream of the philosophers, educationists, religious preachers, administrators, and political leaders, and change the destiny of the nation.

Brief Report of the Symposium

A report of the Symposium was presented by Prof.K.N. Saxena. The same is given at Appendix-VI.

VOTE OF THANKS

The valedictory function came to an end with a vote of thanks by Prof. H.S. Srivastava, Dean Academic, NCERT. He suggested that the process of education could be improved if teachers learned from students. He pointed out that it is time for the recommendations to be implemented. Prof. Srivastava thanked the faculty members, secretarial staff and the trainees of the Diploma Course of the DEPC&G for working hard to make the symposium success. A vote of thanks was extended to the Director, Joint Director (C), Joint Director (CIET), Principals and faculty members of Regional Colleges of Education, and faculty members of all the departments of the NCERT, and to the organizations which had collaborated in the Symposium and the Exhibition.

Proposed Action Plan

On the basis of the discussions held at the National Symposium on 'Child Centred Education - Different Approaches including Behavioural Approach', held in the NCERT Campus from 10th to 12th October, 1988 and the recommendations which emerged on the basis of the consensus of opinion expressed at this Symposium, an action-plan is proposed herewith which will be in the overall community, social and national interest. The various activities mentioned herein have to be taken at the grass-root level at the district, state, regional and national domains.

The action-plan proposed is fairly objective and realistic in nature, and, if put into actual practice, may lead to a very desirable trend in the domain of education viz., change of focus from curricular and cognitive spheres to Child-Centred Approach.

It is hoped that the Report on the said Symposium will be read by teachers, educationists, Professors, educational administrators, educational thinkers, educational planners, management consultants, psychologists, counsellors and scholars in the light of the proposed action-plan. After obtaining the feed-back the N.C.E.R.T, State Governments, Ministry of HRD, Govt. of India and parallel of organizations may like to undertake suitable remedial measures to rectify the obvious shortfalls and lacunae in the domain of school education. This will be a unique service to the posterity.

I. Awareness Activities

An organized programme under Govt. of India and state govts. to bring about awareness regarding

- (i) the need for sending children to schools;
- (ii) health, hygiene and nutrition of children;
- (iii) eliminating prejudice against socio-economically and disadvantaged;
- (iv) orienting teachers towards the need for child-centred approach and better handling of children to reduce drop-out rate.

Mass-media may be utilized for above purposes.

II. National Institute for Child Development

A National Institute for Child Development may be set up to conduct research, training and evaluation. Prototypes may be developed for child-education and child-care at pre-school and elementary school level.

III. Experimental School

An experimental school in each state may be set up to try out various principles, techniques and materials based on child-centred approach.

IV. District Institute of Education (DIET)

A child development unit may be set up in each DIET to carry out functions delineated under the auspices of National Institute of Child Development. Specifically DIETs may be engaged also in :

- (i) activities geared towards utilizing community resources
- (ii) enhancing school-community interaction
- (iii) organizing orientation programmes for teachers and parents for introducing child-to-child programmes in schools
- (iv) conducting surveys to prepare need-based curriculum

V. Decentralization in curriculum and evaluation

Central Board of Secondary Education and National Council of Educational Research and Training may work out a proposal for introducing decentralization in curriculum and evaluation.

VI. Continuous, comprehensive evaluation

- (i) introducing cumulative record cards
- (ii) introducing criterion-referenced testing.

VII. Disadvantaged children

- (i) introducing more of pre-school education facilities in rural and remote areas
- (ii) posting of good teachers and providing them incentives in rural and remote areas
- (iii) provision of mid-day meals
- (iv) special reading materials to bring them at par with other children, specially in 3 R's.
- (v) having better schools to make them attractive to children
- (vi) utilizing the services of educated unemployed for teaching, and other voluntary services
- (vii) better physical and recreational facilities to provide opportunities for social, personal and physical development.

VIII. Children's Literature

Schemes may be floated to improve the quality of children's literature and to have a wider circulation of such literature. Activities of Children Book Trust may be strengthened. Free of cost literature may be distributed among children. Mobile libraries may be created.

IX. Teacher Effectiveness

- (1) National Council for Teacher Education, through its activities for training and orientation of teachers and Principals in child-centred approach to education, including use of play way method and materials, can start a new National movement.
- (ii) State Council of Educational Research and Training and District Institute of Education to take up inservice teachers training in skills and practices in child-centred approach to education.
- (iii) National Council of Educational Research and Training, State Council of Educational Research and Training and District Institute of Education to prepare self-learning packages for physical, social and personal development of children.

X. Mass Media, computers and other Educational Technology

- (1) Programmes geared towards child-centred approach to education and related specific programmes to cater to children's need using the above techniques and media may be prepared at district regional and national levels.
- (ii) Regional Resource Centres may be strengthened.
- (iii) Audio-visual centred may be created at district, regional and national levels to cater to the educational needs of children.
- (iv) Programmes combining learning and entertainment may be developed.
- (v) More computers may be made available in schools.

APPENDICES

THEMES FOR PAPERS

1. Foundations, principles and pedagogy of child-centred education - Psychological, Sociological, Cultural, Pedagogical, Philosophical and allied areas.
2. Development of innovative instructional materials for child-centred education at the elementary and secondary stages, in languages, social sciences, basic sciences and other subject areas.
3. Curriculum renewal and child-centred education.
4. Assessment and evaluation for child-centred education: development of tools and techniques for assessment of abilities, interests, aptitudes, personality and achievement; preparation and maintenance of cumulative profiles of children.
5. Communication between teachers, parents and the community: strategies, approaches, materials and the media.
6. Teacher preparation: pre-service and in-service training methodologies and strategies for child-centred education: need for corresponding modification in curricula of teacher training institutions.
7. Behavioural models for child-centred education such as information processing model, social learning model and other behavioural modification models.
8. Affective domain: teaching-learning strategies and the curricula.
9. Psychological and Guidance Services to meet the needs of children specially for selected groups such as gifted, creative, disadvantaged, educationally backward and others.
10. Orientation of educational administrators and personnel responsible for inspection and supervision of schools in the context of implementing child-centred education in schools.
11. Perennial research, development and extension in the area of child-centred education.
12. Principles and practices of child-centred education in some developed and developing countries - comparative educational approach.

13. Training for creative behaviour in the context of child-centred education.
14. Role of child-centred extra-mural activities in the global development of the individual.
15. Role of micro-computer and CBL packages in child-centred education.
16. Role of educational technology (including media) in child-centred education.
17. The child-centred education - futuristic perspective.
18. On-going experiments in the child-centred approach to education, both in India and abroad.
19. Motivation and motivational aspects in child-centred education.
20. Mastery learning and Criterion-Referenced Testing in Child centred education.
21. Concept development, diagnostic testing and remedial teaching for child-centred education.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, COUNSELLING & GUIDANCE
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SRI AUROBINDO MARG: NEW DELHI-110016

NATIONAL SYMPOSIUM ON CHILD CENTRED EDUCATION

Venue : NCERT, Sri Aurobindo Marg
New Delhi-110016
Dates : October 10-12, 1988

PROGRAMME

10th October, 1988

INAUGURAL SESSION
(10.00 a.m. to 11.30 a.m.)

WELCOME & INTRODUCTORY
REMARKS

PROF. P. L. MALHOTRA
DIRECTOR NCERT

A WORD ABOUT THE
NATIONAL SYMPOSIUM

PROF. K. N. SAXENA
HEAD DEPC&G

PRESIDENTIAL ADDRESS
AND
INAUGURAL ADDRESS

PROF. D. S. KOTHARI
CHANCELLOR
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI

VOTE OF THANKS

SHRI O. P. KELKAR
SECRETARY NCERT

10th October, 1988

FIRST SESSION
(11.30 a.m. to 5.00 p.m.)

- Play Back of Video Tapes on Child Centred Education Prepared by CIET, NCEET, and Discussions

(11.30 a.m. to 1.30 p.m.)

THEME I
(2.30 p.m. to 5.00 p.m.)

Child-Centred Education: Some Theoretical Considerations

Chair Person

Prof. J. N. Joshi

Theme Initiators

Prof. S. P. Ahluwalia
Prof. G. Mishra
Prof. N. Y. Reddy

- Concept objectives, assumptions, basic principles, models, approaches and expected outcomes
- Philosophical, psychological, socio-cultural pedagogical contexts
- Status of Child-Centred Approach in education-national and international

11th October, 1988

SECOND SESSION

THEME II
(9.00 a.m. to 10.30 a.m.)

Need Based Curriculum for Child Centred Education

Chair Person

Prof.K.D.Gangrade

Theme Initiators

Father T.V.Kunnankal
Prof.Anil Vidyalankar
Prof.B.K.Passi

- Designing the curriculum for all round and comprehensive development of children
- The National Curriculum for Elementary and Secondary Education: a Framework
- Text books, supplementary readings, innovative materials, educational technology, and diagnostic procedures as learning aids.

THEME III
(10.45 a.m. to 12.00 Noon)

School and Child Centred Education

Chair Person

Prof.K.G.Desai

Theme Initiators

Prof.V.S.Mishra
Prof.P.R.Nayar
Shri M.N.Kapur
Smt.Ira Saxena

- Improvement of school plant
- Planning, administration, management, orientation of educational administrators as inspecting personnel
- Physical resources, personnel, syllabi, programmes and activities

11th October, 1988

SECOND SESSION

THEME IV
(12.00 Noon to 1.00 p.m)

Teacher Effectiveness for Child Management

Chair Person Prof. R.P.Singhal
Theme Initiators Prof.S.Narayana Rao
 Prof.D.B.Desai
 Prof.K.O.Panda

- Teacher preparation, teacher attitudes, motivation, behaviour, skills and competencies and effective transaction and communication in the classroom
- Relationship between teacher and pupils, teachers, counsellors, parents, other school personnel and out of school agencies

THEME V
(2.00 p.m. to 3.30 p.m.)

Evaluation, Philosophy and Procedures

Chair Person Prof.C.L.Anand
Theme Initiators Prof.R.G.Misra
 Prof.T.E.Shanmugam
 Prof.C.G.Pande

- Reform of evaluation procedures and rationale, feasibility and strategies for the continuous comprehensive evaluation
- Relevance of criterion-referenced assessment
- Follow up of the child

11th October, 1988

SECOND SESSION

THEME VI
(3.45 p.m. to 5.15 p.m.)

Research and Innovations in Child Centred Education

Chair Person

Prof. P.D. Hajela

Theme Initiators

Dr. H.S. Singha
Dr. A.K. Singh
Prof. N. Vaidya
Shri Anant Pal

- Need and importance of research in the given context
- Existing innovative practices and experiments and action research
- Research in India

12th October, 1988

THIRD SESSION
(9.00 a.m. to 3.30 p.m.)

THEME VII
(9.00 a.m. to 11.30 a.m.)

Use of Computers and Educational Technology
With Reference to Child Centred Education

Chair Person

Prof. M.M. Chaudhari

Theme Initiators

Prof. A.B.L. Srivastava
Prof. C.H.K. Mishra
Prof. L.G. Sumitra
Prof. C.L. Kundu

- Application of educational technology and media in Child Centred Education
- Feasibility of use of computer in schools
- Class Project

12th October, 1988

THIRD SESSION

THEME VIII
(11.45 a.m. to 1.00 p.m.)

Child Centred Education - Future Perspective

Chair Person Dr. Kireet Joshi

Theme Initiators Prof. Durganand Sinha
 Prof. R.N. Rath
 Prof. G. Misra

- Visualising the future of the child and society in the context of Child Centred Education.
- Visualising the future status of Child Centred Education

Salient Recommendations of the Symposium
(2.00 p.m. to 3.30 p.m.)

Chair Person Prof. Anima Sen

Presenter Dr. (Mrs) Asha Bhatnagar

12th October, 1988

VALEDICTORY SESSION
(3.30 p.m. to 5.00 p.m.)

WELCOME &
INTRODUCTORY REMARKS

PROF. P. L. MALHOTRA
DIRECTOR NCERT

A BRIEF REPORT OF
THE SYMPOSIUM

PROF. K. N. SAXENA
HEAD DEPC&G

VALEDICTORY ADDRESS

HON'BLE SMT. MARGARET ALVA
MINISTER OF STATE FOR WOMEN
CHILD DEVELOPMENT, YOUTH
AFFAIRS AND SPORTS

PRESIDENTIAL ADDRESS

HON'BLE SHRI L. P. SHAHI
MINISTER OF STATE FOR
EDUCATION AND CULTURE

VOTE OF THANKS

SHRI O. P. KELKAR
SECRETARY NCERT

Invited to the Symposium

LOCAL

1. Dr.Karan Singh
Mansarovar, 3 Nyaya Marg
Chanakyapuri
New Delhi-110021
2. Prof.P.N.Srivastava
Member
Planning Commission
Parliament Street
New Delhi-110001
3. Dr.P.N.Kirpal
63, 'F' Block
Sujan Singh Park
Lodhi Estate
New Delhi-110003
4. Prof.Shib K.Mitra
H-21, Green Park Extension
New Delhi-110016
5. Prof.Moonis Raza
Vice Chancellor
Delhi University
Delhi-110007
6. Prof.Rais Ahmed
C-27, Asiad Village Complex
Sirsi Fort Road
New Delhi-110049
7. Prof.Satya Bhushan
Director
NIEPA, NCERT Campus
New Delhi-110017
8. Prof.Yashpal
Chairman
U.G.C.Bahadur Shah Zafar Marg
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9. Prof.Iqbal Narain
Member Secretary
I.C.S.S.R.
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10. Father T.V.Kunnankal
14, Ashiana Apartments
Pitampura
11. Shri R.K.Saiyed
Addl. Secretary
Ministry of Welfare
North Block
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12. Shri Ashok Chandra
Adviser (Technical)
Ministry of HRD
New Delhi-110001
13. Prof. Satish Chandra
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16. Prof. B.S. Sharma
Pro-Vice Chancellor (Academic)
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17. Shri J. Veera Raghavan
Secretary
Ministry of HRD
Shastri Bhawan
New Delhi-110001
18. Shri Anand Sarup
Chairman
National Book Trust
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Sri Aurobindo Marg
New Delhi-110016
19. Shri Y.N. Chaturvedi
Jt. Secretary (Schools)
Ministry of HRD
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20. Prof. Abad Ahmad
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22. Shri K.S. Sarma
Director
Navodaya Vidyalaya Sangathan
Palika Place
R.K. Mission Road, New Delhi-110001
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68. Shri Jai Lal
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69. Shri R.P.Khanna
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70. Shri Jyoti Prasad
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71. Shri Ram Chander
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A Brief Report of the National Symposium

The National Policy of Education - 1986 envisages adoption of a child-centred approach to education in the context of the efforts to promote universal enrolment and universal retention of children upto 14 years of age and substantial improvement in the quality of education. The Programme of Action has emphasized "a learning - centred approach with the instructor as a facilitator" and that "gifted students frequently have pronounced competence in a limited subject area accompanied by indifference in certain other areas. Therefore, arrangements for such students cannot be fitted into regular courses of study. Special arrangements for such students will have to provide teaching/ learning, on modular basis for every small group of students in a smaller number of subjects of interest to them". It further states "Curriculum and methodologies of learning have to be vastly modified to bring in particularly, elements of problem solving, creativity and relevance".

"The tools for the psycho-educational assessment and diagnostic tools for identification of learning problems are at present conspicuously absent".

Considering this basic aspect of the National Policy of Education and the Programme of Action the Department of Educational Psychology, Counselling and Guidance of the NCERT decided to organise a National Symposium on 'Child Centred Education' from 10 to 12 October, 1988 in the NIE Campus. The basic postulate of this Symposium was the drawing up of tentative themes for discussion by eminent and distinguished academicians and scholars of the country. These tentative themes were :

THEMES

1. Foundations, principles and pedagogy of child-centred education - Psychological, Sociological, Cultural, Pedagogical, Philosophical and allied areas.
2. Development of innovative instructional materials for child-centred education at the elementary and secondary stages in languages, social sciences, basic sciences and other subject areas.
3. Curriculum renewal and child-centred education.
4. Assessment and evaluation for child-centred education : development of tools and techniques for assessment of abilities, interests, aptitudes, personality and achievement; preparation and maintenance of cumulative profiles of children.
5. Communication between teachers, parents and the community: strategies, approaches, materials and the media.
6. Teacher preparation: pre-service and in-service training methodologies and strategies for child-centred education; need for corresponding modification in curricula of teacher training institutions.

7. Behavioural models for child-centred education such as information processing model, social learning model and other behavioural modification models.
8. Affective domain : teaching-learning strategies and the curricula.
9. Psychological and Guidance Services to meet the needs of children specially for selected groups such as gifted, creative, disadvantaged, educationally backward and others.
10. Orientation of educational administrators and personnel responsible for inspection and supervision of schools in the context of implementing child-centred education in schools.
11. Perennial research, development and extension in the area of child-centred education.
12. Principles and practices of child-centred education in some developed and developing countries - comparative educational approach.
13. Training for creative behaviour in the context of child-centred education.
14. Role of child-centred extra-mural activities in the global development of the individual.
15. Role of micro-computer and CBL packages in child-centred education.
16. Role of educational technology (including media) in child-centred education.
17. The child-centred education - futuristic perspective.
18. On-going experiments in the child-centred approach to education, both in India and abroad.
19. Motivation and motivational aspects in child-centred education.
20. Mastery learning and Criterion-Referenced Testing in child-centred education.
21. Concept development, diagnostic testing and remedial teaching for child-centred education.

After a lot of deliberations within the Department and interaction with some senior faculty members it was decided that we may request eminent and distinguished academicians, scholars, educational thinkers, educational planners, educational administrators, social workers, opinion leaders, and management experts of the country to write papers on the major areas mentioned. By 26 September, 1988 we received 80 papers and which have been compiled in the form of two volumes along with the abstracts of the papers. The abstracts of the papers were circulated to all the participating experts who were invited from all over the country. Later, seven more papers were received and these have also been circulated to all the participating experts.

At this Symposium we identified nine major themes for detailed discussion. The themes are :

THEMES

1. Child-Centred Education : Some Theoretical Considerations
2. Need-Based Curriculum for Child-Centred Education
3. School and Child-Centred Education
4. Teacher Effectiveness for Child Management.
5. Evaluation, Philosophy and Procedures
6. Research and Innovations in Child-Centred Education
7. Use of Computers and Educational Technology With Reference to Child Centred Education
8. Child-Centred Education : Future Perspective
9. Salient Recommendations of the Symposium

The Salient recommendations related to these nine themes, which have been approved by the participating experts and distinguished academicians have been enclosed in Theme IX of the proceedings.

A detailed working report will be prepared in the form of a concrete action plan for implementing the salient recommendations of this Symposium. This working report and plan of action will be circulated to the State Educational Authorities, State Boards of Education, SCERTs, parallel Institutions and institutions of higher learning in the country for being translated into feasible action plans.

It is hoped that this Symposium will be a landmark in the history of education of the country in engineering a bold step towards the gestalt and global development of children rather than developing them as compendiums of knowledge.

I am thankful to Shri L.P.Shahi and Smt.Margaret Alva for gracing this occasion. I request them to help us in translating the main recommendations of this National Symposium into fruitful channels on a national level.

I am also grateful to Shri Anil Bordia for being with us on this occasion. I request him to assist us in carrying this crucial and important message of 'Child-Centred Education' to the remotest corners of the country.

Sincere thanks are due to the Director (NCERT), Joint Director (NCERT), Joint Director (CIET), Secretary (NCERT), faculty members of the various Departments of the NIE and the Regional Colleges of Education for the encouragement provided to the sponsors of this National Symposium. We are very grateful to all the participating experts for their illuminating and realistic contributions to this Symposium.

I would like to place on record my deep sense of gratitude to all the faculty members and the secretarial staff and the students of the Diploma Course in Educational & Vocational Guidance and Counselling of the Department of Educational Psychology, Counselling and Guidance, NCERT for their untiring and sustained efforts to meticulously plan all the activities of the Symposium with precision and to gear all their efforts day and night to make this symposium really of a national stature.

I would like to add that all of us have worked sincerely to help the nation to evolve a new dimension in the field of education but we have done it with all humility and keeping in sharp focus :

TRAINING OF THE SPIRIT*

The spiritual training of the boys was a much more difficult matter than their physical and mental training. I relied little on religious books for the training of the spirit. Of course I believed that every student should be acquainted with the elements of his own religion and have a general knowledge of his own scriptures, and therefore I provided for such knowledge as best I could. But that, to my mind, was part of the intellectual training. Long before I undertook the education of the youngsters of the Tolstoy Farm I had realized that the training of the spirit was a thing by itself. To develop the spirit is to build character and to enable one to work towards a knowledge of God and self-realization. And I held that this was an essential part of the training of the young, and that all training without culture of the spirit was of no use, and might be even harmful.

I am familiar with the superstition that self-realization is possible only in the fourth stage of life, i.e. sannyasa (renunciation). But it is a matter of common knowledge that those who defer preparation for this invaluable experience until the last stage of life attain not self-realization but old age amounting to a second and pitiable childhood, living as a burden on this earth.

* From Mahatma Gandhi : The Story of My Experiment with Truth
(First Ed. 1927)

Contributed by Prof. D. S. Kothari, as a part of the inaugural address.

I have a full recollection that I held these views even whilst I was teaching, i.e., in 1911-12, though I might not then have expressed them in identical language.

How then was this spiritual training to be given ? I made the children memorize and recite hymns, and read to them from books on moral training. But that was far from satisfying me. As I came into closer contact with them I saw that it was not through books that one could impart training of the spirit. Just as physical training was to be imparted through physical exercise, and intellectual through intellectual exercise, even so the training of the spirit was possible only through the exercise of the spirit. And the exercise of the spirit entirely depended on the life and character of the teacher. The teacher had always to be mindful of his p's and q's, whether he was in the midst of his boys or not.

It is possible for a teacher situated miles away to affect the spirit of the pupils by his way of living. It would be idle for me, if I were a liar, to teach boys to tell the truth. A cowardly teacher would never succeed in making his boys valiant, and a stranger to self-restraint could never teach his pupils the value of self-restraint. I saw, therefore, that I must be an eternal object-lesson to the boys and girls living with me. They thus became

my teacher, and I learnt I must be good and live straight, if only for their sakes. I may say that the increasing discipline and restraint I imposed on myself at Tolstoy Farm was mostly due to those wards of mine.

One of them was wild, unruly, given to lying, and quarrelsome. On one occasion he broke out most violently. I was exasperated. I never punished my boys, but this time I was very angry. I tried to reason with him. But he was adamant and even tried to overreach me. At last I picked up a ruler lying ^{at} hand and delivered a blow on his arm. I trembled as I struck him. I dare say he noticed it. This was an entirely novel experience for them all. The boy cried out and begged to be forgiven. He cried not because the beating was painful to him; he could, if he had been so minded, have paid me back in the same coin, being a stoutly built youth of seventeen; but he realized my pain in being driven to his violent resource. Never again after this incident did he disobey me. But I still repent that violence. I am afraid I exhibited before him that day not the spirit, but the brute, in me.

I have always been opposed to corporal punishment. I remember only one occasion on which I physically punished one of my sons. I have therefore never until this day been able to decide whether I was right or wrong in using the ruler. Probably it was improper, for it was prompted by anger and a desire to punish. Had it been an expression

only of my distress., I should have considered it justified. But the motive in this case was mixed.

This incident set me thinking and taught me a better method of correcting students. I do not know whether that method would have availed on the occasion in question. The youngster soon forgot the incident, and I do not think he ever showed great improvement. But the incident made me understand better the duty of a teacher towards his pupils.

Cases of misconduct on the part of the boys often occurred after this, but I never resorted to corporal punishment. Thus, in my endeavour to impart spiritual training to the boys and girls under me, I came to understand better and better the power of the spirit.

FOUNDATION OF EDUCATION

From flesh, bones, blood and matter
of the helpless dependent child
toward the making of some being
on the road to fast becoming
through stages of the life-cycle,
growth of body, mind and spirit,
man experiences education.

The foundations of Education
in the first two decades of life
from childhood to early youth
are crucial to all life.
In this time of growing awareness
of the self and the outer world
life's basics are learnt and lived.

Such basics are tools and skills
of work and communication,
curiosity to explore ;
pristine glory of imagination,
the wonder of the senses,
awareness of space and time,
and joy of living together.

From the wondrous state of childhood
through adolescence to youth
the foundations of personality,
drives and aptitudes for work,
pride and discipline of the citizen,
are learnt and cultivated
for the making of the man
to take charge of life
in this fast-changing world.
The foundations of education
should offer adequate contents
both appropriate and relevant
to body, mind and spirit.

For integrated man and good education
all the basics of foundation,
the best possible schooling
related to home and society
by effective methods and modalities,
teachers, mentors, friends and parents,
must be offered to the young !

Prem Kirpal

E D U C A T I O N

Education's most precious nurturings
are Duty and Reverence
Duty for mastery and power
Through attainable knowledge,
and Reverence founded
in keen perception
of each moment holding eternity
and wholeness of existence !
To rear trained intelligence
through pursuit of right education
is a nation's great glory,
and also the very condition of its survival -
especially in the rhythms of galloping change
caused by exposures of knowledge
and new revelations of Man's Spirit !

SUMMARY OF THE PAPERS
PRESENTED AT THE
NATIONAL SYMPOSIUM

Title of the paper: Communication between teachers, parents and the community: Strategies, materials and the media.

Dr.(Mrs.)Asha Bhatnagar

The role of parents in the lives of the children and rearing them up ^{need} / not be overemphasised. Research has shown that the home has an enormous impact on the developing child and the school has the second most important influence on him, and that a partnership between home and school is supportive of the developing child right from the preschool stage through the senior secondary stage. There is enough evidence to encourage educators to include parents as partners in the educational process. It is essential for providing need-based education to the child, to know about the whole child - the child in his totality.

The child-centred education presumes that the school knows the 'whole child' and plans education for all the aspects of his personality or in other words in 'educating the child in totality'. It is therefore essential that the schools are made more responsive to the families. This can only be realized when school is in constant touch with the home in order to:

- i) know the aspects of the child not known to it and
- ii) seek parents' cooperation in this great venture so that the education provided is complete and child-centred in the true sense.

This home-school partnership is also desirable to help the teacher understand the home completely and develop insight into the problems which a child encounters in school for some of these problems no doubt originate within the school, but most of these which are manifested in the school life have their roots in the family life. The teachers' job is committed to identify the needs and problems of all students but more particularly of students belonging to special groups and categories. Understanding of the child's home can help the teacher in identifying those needs and problems of the child which can be satisfied and solved only through working with the parents.

The connection between school and home is thus essential because of the following reasons:

1. Most parents are genuinely interested in the maximum development of their children and in furthering their learning. They are however unable to monitor their children's development themselves due to various types of limitations and impediments.

2. Over the years a change in the current style and image of the professionalism of the teacher has taken place. He wants to be better equipped to help the child in his total development.
3. Parental involvement facilitates long lasting effect of any intervention programme introduced by the schools. The effect of this programme is washed off easily if it is done by the teacher alone. The most effective and everlasting ones are those in which teachers seek collaboration and involvement of parents also.

Communication between parents and teachers

For effective home-school relationship, opportunity for open communication is of paramount importance. Communication can be established either through media or personal contact.

The one way communication informs parents about the school's plans and happenings which range from the simplest note sent by the teacher to the complicated news-item in the media. Some other tools of one way communication are news letters, school magazine, children's diaries, circulars, handbooks, brochures, pamphlets, some printed and mimeographed material for distribution and the media such as T.V. & radio

and the newspaper. The use of media of course will be more economical to address and educate the entire community rather than a small and specific group of parents.

The two-way communication is possible through personal contact. Parent-teacher conferences, P.T.A. meetings, telephone calls, school fairs, home-visits, picnics, parents' participation in school projects and workshops, panel discussions, etc. are some of the means to establish two-way communication.

Strategies for working with parents

The logical outcome of effective communication with parents is their understanding and appreciation of the school activities and their willing cooperation and active involvement in the school programmes.

Phase I : Laying the foundation for positive teacher-parent relation.

Phase II : Expanded teacher-parent contacts.

Phase III : Parents' orientation to the school.

Phase IV : Parent assistance and involvement in school.

The school can establish linkages with certain local industries.

All members of socialist society have a growing involvement in the upbringing of the future generations.

Resource Centres should be opened on a wide scale and should include published literature; information bulletins, charts, posters, and graphs etc., on educational-vocational, and social-personal guidance as well as published literature on remedial guidance on other school subjects.

Some games, toys, play materials and lending library for toys, books and games can also form part of these Resource Centres.

The media

Schools have only tried to establish contact with the parents and community through the traditional methods of establishing communication namely through face to face, direct contact or through print media. Time is ripe for establishing the electronic link between the two since - the penetration of radio and T.V. etc. into virtually every home strengthens the parents' educative potential.

Need to develop and use the multi-media is felt at the national, state, district and school levels to educate the parents and community at large, so as to enable them share the partnership with the school in the most noble task of nurturing the future generations.

Title of the paper: Child-centred education in the context
of universalisation of primary education.

Prof. A. B. L. Srivastava

This paper proposes that the provision of essential teaching-learning material such as black-boards, maps, charts, etc. envisaged under the scheme 'Operation Black Board' is likely to improve enrolment at the primary level and will create favourable environment for making education child-centred. It emphasizes use of different strategies for different types of schools depending on the locality, area and the facilities, available to make education child-centred.

The paper outlines the nature of child-centred education at the primary level and in this regard the key role of the teacher has been emphasized. According to the author the teacher should have a lot of information about the child on:

- i) scholastic and non-scholastic parameters
- ii) his health, personality, aptitudes, interest and attitudes etc.
- iii) and also about his home background.

All this information will help him in evolving strategies for remedial teaching and catering to his specialised needs. At the teacher level a lot of knowledge skills need to be inculcated so as to help them to deal effectively with students

of varying calibre and potentialities.

At the school level facilities, equipments and materials have to be provided so that the teachers could use these efficiently. According to the paper highest priority should be given to universalisation of education and next in the order of priority should be the development of individual talents and all-round development of personality. The paper lays emphasis on recognizing the importance of existing diversities in quality of schools, qualifications of teachers, pupil teacher ratio, equipments, materials etc. in the effective implementation of child-centred education.

The paper illustrates that the different types of schools have different potentials for adoption of child-centred approach to education. For instance the school with minimum facilities and low pupil-teacher ratio in contrast with large schools with high pupil-teacher ratio will require different types of facilities and teaching strategies to make education child-centred. It outlines a number of steps which would help in carrying out this exercise of developing different types of strategies for different types of schools such as:

- (1) defining various categories of schools.
- (2) estimating the number of schools and students in each of these categories.
- (3) materials and human resources needs of the schools.
- (4) development of material and human resource accordingly and monitoring of the programme.

Title of the paper: Work Experience and Child-Centred Education

Prof. A.K.Mishra

Work Experience concept is deeply rooted in Indian educational philosophy. But serious aberrations have cropped up in actual implementation in spite of its acceptance in principle by all commissions and policy pronouncements since independence in India.

The curriculum, both at conceptual plane and in terms of implementation, cannot be anything than child-centred. The child is mentally and physically involved with all phases of "Learning by doing" when it comes to work experience. This leads to the development not only of manual skills and dexterity but also many subtle aspects of personality and character which are not possible through the studies in the so called scholastic areas per se. In spite of this the parental and social attitudes gravitate against its willing acceptance in the school curriculum.

It is important to make the entire school curriculum more application oriented where the theory and practice learnt in class rooms are put to practical application in the community. This will accord a place of honour to work experience in school curriculum and make the entire learning child-centred, even in respect of other disciplines. If and when this stage is achieved there may not exist a separate curricular area called "Work Experience".

Title of the paper : Developing National Identity In
Indian Children.

Prof. Amar Kumar Singh

Neither religion or ethnicity, nor culture and language, nor political ideology can be the basis of commonness amongst the Indian citizens. The social, economic and political ideals and values enshrined in the Indian Constitution provide an acceptable common basis for creating psychological oneness and national identity. Since the ethnic and religious identities begin to take shape from early childhood and are fully formed by adolescence, it is necessary that attempts to develop national identity are directed to the minds of children speedily.

Human civilization has been broadened and enriched by cross-fertilization of ideas. Openness to new innovations, irrespective of their origins has been the secret of progress and development; insularity has been deadening. The progress of science has been importantly influenced because of its being hybrid. Improvements in plants and animals as well as in societies and cultures are influenced by the interaction of dissimilar and heterogeneous elements. India is a plural society. It has produced a unique synthetic mosaic culture, drawing from Hinduism, Islam, Christianity, Sikhism and modern western civilization. Thus, the Indian psyche is shaped by the impact of personalities like Buddha and Christ.

Despite the spiritual stress and strain on the individual, or perhaps because of it, the marginal man is also the harbinger of a synthetic and more advanced civilization.

The main factors of Indian Social stratification associated with the intergroup relation and social tension, are religion, language, caste and tribe, income and sex. The linguistic identity has been another factor creating intergroup conflicts in India.

Sex prejudice and discrimination is now emerging as an important factor of social tension in the Indian society because of the growing political consciousness in women. There are, however, numerous evidences of low status of women in the Indian society.

There have been many weaknesses in the pluralism in India. The very factors which have given strength, variety and richness to the Indian society have also been its weakness. Distressingly, the intergroup relations are getting increasingly embittered and violence is increasing dangerously in a spiral.

Despite India's deep and unshaking commitment to the ideals of secularism and intergroup tolerance, these ideas have remained elusive and distant.

There have been two broad explanations of social tension and intergroup conflicts in India and elsewhere : The psychological and socio-economic.

Concerned with the increasing assertiveness of ethnic divides and cleavages in the Indian society, a consensus of public opinion is building up about the necessity of inculcating and developing an Indian National Identity which will claim the first loyalty of the Indians and will subsume other ethnic identities. The Indian National Identity need not, and does not, class with ethnic identities. It is not an either or question. The Indian National Identity, of necessity, has to be built on the commonness of all Indians. Therefore, religion, caste, ethnicity, language and culture do not provide the basis for the commonness.

The Indian National Identity can be operationally defined as acceptance of a commitment to the social, economic and political values enshrined in the Constitution of India.

In India, as elsewhere in the world, the ethnic identities begin to emerge very early in childhood and crystallise by adolescence. The children are, therefore, the most important target group for the development of Indian National Identity.

In conclusion, it will be appropriate to recommend that an independent Indian Institute of National Integration (IINI), with branches in each state, should be set up immediately in the overall National interest.

Title of the paper: Value-Oriented Education through better communication between teachers, parents and the community.

Shri Anant Pai

In the National Education Policy, 1986, value education is mentioned for its role in eliminating "obscurantism", religious fanaticism, violence, superstition and fatalism." But unfortunately, there is no methodology or remedial action suggested to inculcate value education. The damaging role of our present education system on the self-esteem of youngsters and the sense of rejection felt by the youngsters is responsible in a big way, both for the escapism and violence exhibited by our youths. Though the parent's role is most important in imparting value education it is felt, that only enlightened teachers can start a chain reaction, as a result of which the parents, the society and finally the children are influenced in the right manner. It is conceded that good behaviour stems from self-esteem and self-acceptance. It is for the teaching fraternity to stress the role of self-esteem in character-building. Since many in the teaching profession do not have self-esteem, steps should be taken to inculcate these in our teachers first.

Title of the paper: Preparing Children for Future
Citizenry

P. of .Anima Sen

This paper emphasizes certain considerations that should be kept in mind while planning education such as socio-cultural milieu and also the socio-economic strata of the pupils. The problems of nutritional deprivation, impoverished environment etc, and their implications for mental and psychological growth, as well as, for the education of the pupils have been outlined. Child rearing practices, family structure and degree of industrialisation and urbanisation lead to differences in the personality of the child and thereby provoke differential treatment in the school.

The author has also stressed the fact that these differential characteristics of child may evoke biased responsibility from the teacher. The paper makes out a case for extension of education beyond school years and also that this responsibility of ensuring fullest development of the child should be shared by all: home, school, community, government, voluntary, social and political organisations.

Title of the paper: Child-Centred Approach in Pre-School
Education - Implications for Primary
Education

Prof.(Mrs.) Amita Verma

The National Policy on Education (1986) has given highest priority on reforms in primary education in order to ensure universal retention of children upto the age of 14 years. As one of its main resolves the policy has emphasized child-centred approach at the primary level of education.

This paper examines some of the key concepts of the child-centred approach including - development of total personality of children, activity - based programmes with alternative teaching strategies, discipline through guidance, non-directive teaching, maintenance of positive human relationships and, above all, the central theme, the play-way method.

Attempt has been made to explain the basic nature of children's play and its role in the child's development and learning, and implication and further extension of the approach in a modified form at primary level in order to ensure a continuous child-centred instruction from pre-school to primary school.

Children's play behaviour, as described by Hatt (1979) in terms of epistemic behaviour, ludic behaviour and games with rules have been explained and their values for learning have been enumerated.

The global outcomes, through play-way approach in pre-school years in terms of developmental changes and learning abilities in children which will further aid their learning in primary years have been explained.

The second part of the paper explores the modifications required at primary school level in order to consider a child-centred approach at the level. Modifications are required in terms of curriculum development, physical setting and classroom organization, methods and materials, teaching strategies and teacher's attitudes, preservice and inservice teacher training, and evaluation of children's performance.

This paper deals with certain guidelines to be kept in mind in order to modify these above various aspects, in the context of primary education in India.

The problems in the cultural and economic and social conditions in Indian context which will pose diverse challenges in bringing about these modifications in our primary school system have also been enumerated.

Title of the paper: Psychology of the Child and the Primary School Teacher

Prof. Eager Mehdi

Psychological factors play a very important role in learning. The teacher often fails to take note of them while teaching in the classroom, with the result that a child fails to respond to his efforts. The child is a thinking, feeling, and willing organism, who is constantly interacting with the environment in which he is placed. Unless a suitable climate for learning is created by the teacher with full understanding of the psychological factors which crisscross the learning process, the major purpose of teaching is defeated. The major aspects of child's personality, which have a bearing on learning, are summed up under three heads : (1) Child's body and his senses, (2) Child's emotions and (3) Child's intellect. The teacher has to understand the implications of all these aspects for learning.

Another important aspect of teaching-learning to which the teacher must attend is the developmental process of child's personality. The process of education is, directly or indirectly, concerned with the development of the child. The process has to be understood by the teacher, both from the point of view of the different roles the child has to play in life viz., his role as a learner, as a person, as a citizen, as a worker, and from the point of view of the different aspects of his personality.

like motor, mental, social, moral, emotional and psychological, which also include his needs, motives, interests aptitudes and attitudes.

Title of the Paper: Child-Centred Education: Science Education

Prof. B. Ganguly

A unique feature of the National Policy of Education (1986) is that it professes, among other things, child-centred education. It also underscores the need for strengthening our school science education. It is important that we examine both of them together, for with respect to science education, child-centred education means a radical departure from the content and character of what is learnt by children in the school and out of it.

The attention of curriculum developers has so far been focussed on the ever growing factual information on the pretext that the doubling period of scientific knowledge is reducing at an unprecedented rate. The growth of factual knowledge and theoretical scaffolding, therefore, has dictated that new facts, theories and concepts should load the curriculum with disjointed information, definitions and unending series of technical terms which is to be reproduced by the learner on demand.

The teaching of science is a human endeavour and has developed only through the human faculties like thinking, raising honest doubts, questioning of the prevalent beliefs and searching for logical answer. The child not a miniature

adult. The curriculum that takes this into cognizance and encourages the learning style of the individual is a true child-centred curriculum.

As laws and principles of science operate equally in all kinds of environments, it is possible to teach science effectively in both urban and rural environments. In our country, rural children have more experience about the environment than the urban children.

The NCERT has identified seven dimensions of scientific literacy and efforts are being made to reshape science education accordingly. Proper training of teachers, together with supply of resources, are needed for effective implementation.

Title of the paper: Home work: Implications in teaching and learning process.

Shri B. Phalachandra

The efficiency of child's learning is dominated by his home work which is an integral part of the classroom teaching. For educational psychologists, the home work is an essential activity to make a child develop some qualities like self-reliance, independence to organise time to improve study skills and to make use of leisure time effectively. It should be ability based. For teachers, home work is a tool to see the outcome of their teaching and feed back and to achieve wider end result.

It is required that something should be done to make homework a pleasant, memorable experience for the child and acceptable to parents and the children. For this, home work should be need-based and ability based. The type of the learning material, difficulty level, length etc. should be taken care of. Students should be provided guidance to do home work. Student's involvement in checking/correcting the home work and working in groups may also enhance pleasure and save time.

Title of the paper: Education and Development of girls in
the Context of Child-Centred Education

Prof.(Mrs.)C.Dhar

In the National Policy of Education 1986 much emphasis has been given to accelerate women education and raise their status in the society. Since long back, no proper attention has been given towards girls education and the result is that girls are far behind in education and job than boys. There is need of collective approach of educators, psychologists and counsellors to change the deeprooted and unfavourable attitude of the people of the world who recognise that abilities, aptitudes, achievement are demarcated on the criteria of sex.

The main goals of girl-centred education should be taken in those directions such as to increase the number of girls in schools, increase the number of vocational and technical courses in institutions, increase the number of girls and women in various kinds of vocations and jobs and to provide opportunities to occupy positions of power and status in diversified fields.

In order to attain the goals of girl-centred education, suitable strategies and approaches need to be adopted. For this more women with the requisite power and competence to intervene for attaining these goals should be trained and inducted into appropriate positions.

The other essential approach is to improve the educational standard and raise the status of the girls/women in the society through change of attitude of the people who are having biased and different notions for boys and girls. Guidance and counselling are needed to modify the career goals and vocational development of girls and women.

To conclude, it is a fact that little attention has been paid towards girls' education because of 'indifferent' and unfavourable attitude of the society. Thus there^{is}/a dire need for girls-centred education in order to improve and raise the status of girls/women in the society and for this corrective and accelerated action programmes should be taken up urgently.

Title of the paper: Need and nature of emotional education,
for children: A rational-emotive approach.

Prof.C.G.Pande

This paper is intended to highlight the importance of systematic emotional (affective) education which has, hitherto, failed to receive the attention of educational psychologists it deserves. The objectives of education namely teaching cognitive and conative competencies are not fully reached when assessed in terms of actual performance and behavioural manifestations which fall short of the expected level for want of desired emotional competencies.

The paper not only stresses the need and importance of emotional education but also shows how it can be made feasible by incorporating it in the regular school curriculum. The theory and technique of Rational Emotive Therapy founded by Dr.Albert Ellis is, by far most suitable for adoption to do justice to the emotional education desired in children. The method involves cultivation of rational, realistic and meaningful thinking among children in relation to the happenings around them, particularly the negative ones that tend to disturb individuals emotionally. To convince that regular systematic emotional education right from nursery

school is feasible and effective is shown by describing what is done at the Living School at New York for over fifteen years. Accepting that socio-cultural conditions in India are somewhat different from those in America, necessary modifications will have to be made in the content and mode of curriculum of emotional education to suit Indian conditions.

Title of the paper: -- Child-centred approach and educational television

Prof. C.H.K. Misra

There is no possibility of projecting a particular model of a child-centred educational television drawn from anywhere in the world. We can at best speculate on the nature of ETC if and when it takes this approach seriously.

The Encyclopaedia of Education defines child centred-education as a phrase representing the practice of building education round the needs and interests of the child itself, based on the study of its natural development (Elond, 1969). The importance of the child's needs and interests of the child for designing the content and process of his/her education have been realised from the time of Rousseau who had a profound faith in the natural power of child. It was Rousseau who prepared the ground as no one before him had done, for what came to be known in our century as the 'Child-centred School' one of the most fertile conceptions of progressivism.

The curriculum for children therefore should be built on the basis of the interests of the children as ultimate

symposium of their potentialities. There are some things which attract children easily. Some activities are more interesting to them than to adults. Among others, nature study, appreciation of the beautiful things, weaving, sewing, gardening clay modeling, dramatic activities, constructing things, singing, listening to stories and handling objects like what Froebel called 'gifts' such as spheres, cubes and cylinders have been found to be attractive to young children.

Educational Television for children

Educational Television has acquired great popularity in many countries in the world. It would not be proper to assume that all Educational Television programmes are basically child-centred in approach, but there are a few strengths in this media which are particularly relevant for such an approach. There is no real evidence that all the television sets and viewing hours make a difference in how much children learn, but certainly much informal learning does take place (Lessor, 1974). The child tends to associate television with pleasure and recreation.

It can also become a source of sharing of experiences among children of different subculture and background.

There are however innumerable problems of producing educational television programmes for children that are not so easy to tackle.

A child-centred educational television is possible if its curricular structures and methods are organised at least as systematically as in the conventional system of education.

Thus the facilities for implementing a child-centred approach is not entirely lacking. After an initial period of rush and hurry, it can be hoped that the attention of the programme makers, script writers, producers and research workers would be drawn towards creating more child-centred programmes as a result of innovating and experimenting. In this process, perhaps only a few programmes can adopt the child-centred approach first, gradually building up the stock, trying them out, refining them and taking them back to the field till everyone is satisfied. This process would increase the understanding of the nature of programmes with the child-centred approach. For other programmes, it is likely that the errors would be considerably less. This way, gradually a 'model' with or without a theoretical base would be available for others to either emulate or eliminate. There seems to be no other way of evolving an ideal child-centred approach.

Title of the paper: Community-centred teacher education:
Approaches and strategies.

Prof.C.L.Anand

Introduction

Teachers in India are assuming new roles for which the traditionally designed age-old teacher training programmes would not prepare them adequately for the job. As for instance, an expanded function of education in India when it is directly linked to national development requires a broadening and deepening of the teacher's own knowledge and understanding. It also requires that the teacher sees himself not as a prime source of knowledge but as an organiser of learning and teaching experiences. This calls for a change in the concept of teacher education reorienting the teacher education curriculum both for enhancing the teacher's educability as well as his contribution to development. New teacher education, thus, will have to find an entirely different focal point in planning and implementing its programmes.

Goal orientation in Teacher Education

A major national objective before us is to gear our educational effort toward a speedy, socio-economic development.

Programmes of education and teacher education strategies have, therefore, to be oriented accordingly. Again, in view of the new additional leadership role of the teacher and teacher education institutions in promoting national development, suitably modified teacher education programmes would go a long way in reshaping the school programmes so as to relate them to immediate needs and aspirations of the people.

Approaches and Strategies

While there is a need to explore and try out alternative approaches in developing effective and relevant strategies in teacher education on institutional basis or national basis, it appears that a two-fold teacher education strategy may be both dynamic as well as realistic and feasible: one, developing the need-based teacher education programmes within the existing structures through the integration of theory and practice, and two, supplementing the content and practicum providing an understanding of the problems of and actual experiences from the community aimed at national transformation.

The rationale for developing programmes based on the approach suggested above is the unsuitability of the prevailing system of teacher training to cope with the new national goals in respect of social and economic development and the realisation that it is possible to develop the 'two-fold strategy' (within the existing structures) directed towards fulfilling these goals in addition to the traditionally conceived goals of personal and professional development of prospective teachers.

The crucial issue is to work out modalities to reorganise programmes of teacher education institutions so as to make teacher education community-centred.

In addition to the analysis of the needs and strategy of linkage of education with community work it may be worthwhile that each institution of teacher education draws up a list of activities and programmes of pupil involvement in community life depending upon the possibilities.

Designing Action Programmes

The two-fold strategy of developing effective teacher education is primarily concerned with suitably modifying the various aspects of the teacher education programmes within the existing structure and explicitly bringing in

an additional component of integrating education with national development. These may include:

- (i) restructuring and modernizing professional theory courses so as to make them relevant to the needs of the new emerging Indian society;
- (ii) integrating subject content and theory courses through pedagogic analyses of the subject-matter to be taught in schools;
- (iii) introducing practicum through community-oriented work-experience and socially useful productive work related, as far as possible, to theory courses to obtain integration of theory and practice;
- (iv) developing task-oriented and performance-based teacher education programmes by using modern technology; and
- (v) plugging development-oriented content and organising community-centred activities in the teacher education institutions.

Creating necessary conditions for the implementation of innovations is an essential pre-requisite in effectively designing programme based on the proposed two-fold strategy in teacher education.

TITLE OF THE PAPER : Learner- Centred Approach
(An answer to reach education)

Shri C.M. Thukral

A comprehensive student-centred programme looks to the learner's well rounded development - physical, social and emotional as well as intellectual. To these ends, a number of services administered or supervised by the institution should be made available to the school students throughout the country. They include the process of selecting the most promising candidates for admission into schools, assessing their intellectual and personal characteristics, orienting them to school life, controlling their academic progress, providing adequate food and housing, maintaining discipline, attending to their physical and emotional problems, offering a profitable extracurricular programme and providing financial aid.

Learner-centred approach is a generic service of student personnel work having a wide/^{range} of activities and includes faculty advising, counselling in psychological clinics, mental hygiene and other specialised type of counselling. It is a body of techniques which helps young individuals to grow up normally through guided learning.

The specific objectives of learner-centred approaches at the lower secondary and secondary stage are :

- a) to assist the pupils to understand their strengths and weaknesses

- b) to enable them to secure information about educational and vocational world
- c) to help them to make realistic choices, both educational and vocational, and plans based on considerations of all relevant factors
- d) to assist them in searching solutions to their problems of personal and social adjustment in the school and home
- e) to provide opportunities for vocational exploration and occupational information
- f) to help them develop realistic occupational concepts
- g) to provide self understanding with the help of Cumulative Record Card, and test results etc.
- h) to help in the development of their self concept

Title of the paper: Child-Centred Education -
Some philosophical reflections.

Prof. G. Seshadri

The author draws a distinction between 'child-centred education' and 'child-centred approach' to education. It is the latter phrase which has been given in the National Policy on Education (NPE), 1986. Child-centred approach to education is much more rational and realistic claim and can be taken to mean ways and means, and methods which put the learner "at the center" and lead him to achieve the ends and goals of education as reflected in the curricular content and objectives. The paper identifies three general aspects related to the child-centred approach - the child as an individual, the child as a member of a social group and the child in the roles of a learner. The paper strikes a note of caution when it notes that child-centred approach does not mean organising education around the fleeting whims and fancies of children. The child-centred approach to learning involves a very careful, objective and scientific determination and understanding of child's needs and relating them to the learning processes. An important concept that is associated with the learner-centred approach is that of "learning to learn".

The paper enumerates the different aspects of their concept of "learning to learn". The justification for child-centred approach to education is partly logical and partly normative. It is logical in that education is a process of developing the all round personality of the child and being so it has to accord the prime place to the child, although this does not mean denial of the extrinsic ends of education. The normative justification is that we value the child and its rights as good over and above all the other paraphernalia of education.

Title of the paper: Motivational Aspects of Child-Centred Education:
(Pupils' Psyche, Teaching-Learning Strategies,
Affective Domain, Curriculum-Renewal, and
Awakening Among Parents, Community and Teachers)

Prof. D.B. Desai

Jean Jacques Rousseau said rightly ages ago 'Let children be children, before they are men' and he further said that we have a tendency to view the children from the other end of the telescope'. Rightly, therefore, the National Policy of Childhood CARE and EDUCATION" and at a very significant moment the NCERT has organised a seminar on deeper thinking about Child-Centred Education.

Very often we have eulogised children in our phrases by calling children "the father of man". But it is also a ~~truism~~ that the father can be an autocrat, brutally annihilative to children if that child is not nurtured by his mother, properly. One of the important reasons why our children and adolescent are aggressive and sentimental is that the 'inputs' in the family and in the realm of education are very inadequate. We sometimes instil some unworthy ideas feelings and emotions in the minds of our children during the child rearing practices. Undoubtedly the children are the real potential for the development of a democratic country and therefore we have to utilise and develop this unique

potential in children properly so as to create suitable and congenial atmosphere for developing balanced and integrated future citizens.

The Integrated Child Development Services have proved that a modest investment in child development goes a long way in developing human resources. 'Child-Care' and 'Child-Education' connote an ocean of meaning to the educationists, the parents and the society. We need to be aware about the various innate and acquired needs of children located in different geographical and socio-economic environmental conditions.

Since children learn a lot through imitation and suggestion we have to view the child in a telescopic way. The children imitate people around them: parents, teachers, members in the family, peer group and people in the community and the society. Therefore, we have to monitor the behaviour of these various individuals and agencies ⁱⁿ an objective way so that the children can develop desirable qualities in them. They have a legitimate claim on us for their positive global development. Loving children, liking them, nurturing them is a "built-in" tendency in all of us but we do not use these propensities constructively because of our own frustrations, conflicts and tribulations.

It is true that the pupils' psyche, as exhibited in a classroom situation, considerably affects teacher's behaviour in the class-room. In other words teacher's behaviour affects pupils' psyche and pupils' psyche affects teacher's behaviour. It appears that the psyche of the child and the psyche of the teacher must resonate properly to produce an effective resonance.

Motivation Development Experiments conducted all over the world and specially in India provide us with an insightful vision into pupils' psyche. We have to study the conclusions of these experiments and try to build up positive values in children. Since children form emotions on the basis of the experiences gained through transactions with home, the family, the community, the society and the school we have to knit together all these agencies in a coordinated and positive fashion.

Attitudes are learnt emotions towards people, events and things and hence development of positive attitudes towards self, people around, the parents, the teachers, the community, the society and the nation is of prime importance from all plausible angles.

Therefore, the teaching-learning strategies and the present curriculum need a thorough change if we have to implement Child-Centred Education at any stage of school education. The creativity and creative behaviour in children have to be nurtured without any doubt even if we have to sacrifice some materials as included in the cognitive domain.

The teacher training system in the country is very out-dated and traditional. It has to be re-modelled urgently in order to make the teacher more ^{recep} -tive and responsive to the growing needs of a modern child. They have to play the role of a benevolent gardener who never applies a sharp knife to a tender plant.

Awakening among parents to treat their children with care and concern has to be generated on a massive scale so that the children need not be sacrificed at the altar of parental whims, emotions and ideosyncrasies.

Conclusively, it will be a national responsibility to attend to the following items in an innovative and creative way:

1. Orientation to parents
2. Orientation to teacher educators
3. Orientation to community and society

4. Study of aspirations and expectations
5. Development of Creativity in children and teachers.
6. Dignity of manual work
7. Organisation of physical health and programme of games and sports
8. Production of interesting and absorbing children's literature.
9. Cleaning-up of negative polarisations at the community, the society and the national levels.

Title of the paper: Gearing of Education for structured affective development.

Dr.(Mrs.) Daya Pant

This paper discusses the meaning of child centred education against the background of different philosophies on education and considers the progressivist view point that really coincides with the ideas of child centred education. The paper especially focuses on the goals of education as outlined by the progressivists, especially John Dewey in the context of affective development of the individual. Importance of affective learning for the development of the individual is outlined. Affective learning remains neglected in our education process because of absence of explicit statement of objectives for affective growth of the individuals, and lack of support system that will provide motivation for affective learning. The process of affective development in terms of internalisation of values as proposed by Krathwohl (1964) is discussed briefly.

Having sketched the need for structuring of the experiences of the child in education, there are a few suggestions as to what changes could be brought about in the teachers and the curriculum that will help foster the affective growth of the pupils.

The paper discusses how the teachers could bring about development of their pupils in terms of self awareness, having positive self concept, trust in self and others, and making healthy adjustments to self and others. All this can be attained not by any special teaching process but by simply keeping in view the objectives of affective growth and reinforcing the affective learning verbally like cognitive learning.

Curriculum also needs to suit individual children's developmental needs and their unique aptitude. Also, provision be made in the curriculum for the inculcation of communication skills so that on growing up, when various roles require him to express himself he may not be caught lacking in such skills. Aesthetic sense and sensitivity to feelings also need to be developed.

Thus the paper is an attempt to put in proper perspective the affective growth of the pupils in the context of child centred education along with some suggestion for implementation.

Title of the paper: Child-centred education -
Occupational Information Needs.

Shri D. S. Rama

The child-centred education may be described as a pattern of education in which the total development of the child, at a particular age level is taken into consideration. In our country, the educational pattern has been mostly school-oriented not giving due consideration to various aspects such as aptitude and interest of a child.

Career Study Centre was set up in Central Institute of Research & Training in Employment Service in the year 1970 with the following objectives:

- i) to build up necessary information on employment and self-employment opportunities
- ii) to disseminate pertinent information for guidance of students and work-seekers; and
- iii) to ensure that the information is disseminated properly to the users and career counsellors are properly trained to provide guidance services.

Title of the paper: Concept development, diagnostic testing and remedial teaching.

Prof. E. G. Vedanayagam

The primary aim of education stresses the need to develop and improve the capacity and power of thinking in children. Thinking enables an individual to make adequate efforts to achieve desired goals. It is an accepted fact that concepts are the building blocks of thinking and they play an important role in the teaching-learning process.

Concept formation is a gradual process and concepts are formed by observing, perceiving the similarities and differences in innumerable examples and non-examples and finally reaching the conclusion that different items belong to the same category. The Conceptual and Development theory of Klausmeier (1976) emphasizes levels of concept development rather than stages of concept development as

proposed by Piaget. Klausmeier's theory that concept development and concept attainment indicates some of the factors and procedures that school teachers can utilise for the development of concepts.

At the elementary and middle school levels, teachers find pupils who are lacking in the basic skills for learning subjects such as languages, arithmetic, reading, etc.. The pupil's poor academic performance may indicate their inability to use the fundamental tools in their school work. Many of these pupils need special diagnosis of their problems and the relevant remedial help. The diagnosis may indicate some of the following-

- (1) For a particular stage in the school, the concepts formed are either inadequate or misunderstood.
- (2) The basic manipulative skills of arithmetic (Addition, Subtraction, Multiplication and Division) have not been mastered. An understanding of these skills and being thorough in them leads to success in working out of problems.
- (3) The pupil is not able to comprehend what is being read-mere vocalization of words does not help in understanding what is being read.
- (4) Rote memory results due to concepts being not familiar, passages read out understood and basic skills being inadequate. Diagnosis of rote memory is however difficult in the children in the initial classes as their remembering ability is fairly high at this stage.

On the basis of the diagnosis, remedial teaching should be adopted to overcome the particular defects or faults identified. It is not only remedying of defects but rather reteaching those basic skills that were either badly taught or never at all.

Special emphasis has been laid in the paper about remedial teaching of reading, realising its importance in being the basic tool employed to comprehend the material in print. Further, while meaningful response is the very heart of the reading process, it should also embrace "all types of thinking, evaluating, judging, reasoning and problem solving". The different steps to be followed in the remedial reading programme have also been presented in this paper.

Starting with concept formation, the paper progresses to indicate the need to form and attain proper concepts and how lack of this domain would affect cognitive development. How an individual's educational handicaps can be diagnosed through proper diagnostic tests and improved through remedial teaching are the points further elaborated in the paper.

Title of the paper: Role of a Careers Teachers in Making
Schooling Child-Centred - An Empirical
Study

Ms. Gunamrit Kaur

Child-centred education is characterized by its emphasis on the all round development of the child, and school is the major institution set up by the society for the individual's development. However, the school teacher is able to cater mainly to the cognitive aspects. Guidance services, which are an integral part of the educational process, have been introduced in schools to foster the various aspects of the individual's development. Since there is a dearth of professionally trained guidance personnel, in-service training is provided to trained secondary school teachers to carry out the basic guidance services.

The Department of Educational Psychology, Counselling and Guidance of the NCERT had conducted three training courses for Careers teachers during 1985, 1986 and 1987. 110 school teachers from all over the country had been trained as careers teachers. A study was taken up by the DEPC&G, NCERT as a follow up of the training provided to the school teachers to ascertain the extent to which the trained teachers were able to carry out guidance services in their respective schools, the success they were able to achieve and the problems they faced.

Specially designed questionnaires were mailed to all the teachers who had attended the careers teachers training course and their responses were analyzed.

Findings of the study reveal that 93.3% of the respondents had initiated some guidance related activities which included :

- a) Orientation
- b) Information
- c) Counselling-vocational
- d) Pupil inventory and
- e) Follow up services,

All these activities focus on the different aspects of the development of the personality of the child, thus promoting child centred education.

Respondents also perceived an encouraging attitude of principals, fellow colleagues and students towards guidance related activities.

The responses also indicated that efforts have to be made to provide reasonably adequate facilities for carrying out the guidance services satisfactorily.

Title of the paper: The psycho-social context of child-centred approach to education.

Prof. Girishwar Mishra

The existing system of education is considered as content-centred, routine, mechanical, school-centred and inadequate to facilitate the development of wholesome children. The prevalent pattern of teaching-learning process does not consider child as active agent of learning and lacks provision for creativity, problem-solving and use of abilities. It prepares individuals for pre-determined status and role categories in the prevailing social order. Since children constitute a very important part of family and community in the present, born of the configuration of future generation, it is an issue which deserves serious attention. Unfortunately our educational system has been growing in a manner which is not congruent with the aspirations pertaining to desired goals of society. At present we have an educational order in which rich have almost exclusive access to good education and poor get no education or nominal education. It is in favour of those who are fortunate of having being born in homes with academic culture. The creation of an egalitarian society will have to make educational opportunities available to all, particularly to the poor. So far, the performance of education has been disappointing.

It has failed to reduce social inequality. Despite massive expansion of education we still have high rate of illiteracy and low rate of female literacy.

We have not been able to achieve the goal of universalization of primary education. The high rate of drop out and uneven spread of education is quite discouraging. The result is being faced by the society in a number of ways such as increasing number of unemployable educated youth, increase in drug addiction, increase in delinquency and different forms of anti-social behaviours. While these aspects of our social life can be attributed to socio-political and economic factors, the role of education cannot be ignored. From the very beginning of our national planning, education was assumed as a force for social change and it has not performed its job satisfactorily. It has been argued that education tends to isolate the person from the world of work and the world in which we live. This implies that the process of education should be looked into in a serious manner and effective steps for its restructuring should be taken at the earliest opportunity. This exercise has to be undertaken in the context of the future needs of the society. The New Education Policy, by making provisions for child-centred education, provides such an occasion.

Our policy makers have proposed that "child-centred education would make education joyful, inventive, and satisfying learning activity". It is learner centred and regards the instructor as a facilitator. It is expected that this approach will replace the rote, cheerless and authoritarian instructions prevailing in the present system. A child is a developing organism not only with potentials for growth but also has an urge to grow. He is by nature curious, intrinsically motivated and has an inherent tendency to influence environment and thus becoming competent day-by-day. In order to obtain the actualization of the growing potential in children we will have to restrict the home, the community, the school, the society and the environment. The schools try to produce moving dictionaries and the psychology of individual differences in terms of abilities and the skills are thoroughly discredited. The schools isolate the child from the community and society and thus develop undesirable individualism.

Considering these factors it is very necessary that the goals, contents and methods of present educational order need redefinition. The whole process should try for a harmonious blending of physical, intellectual, emotional, social and the spiritual and moral growth and development. We have to strive

for inculcating in children emotional stability and security, moral maturity, positive self-identity and self-efficacy, urge for continuous self-improvement, sensitivity to beauty, capacity to choose and decide the desirable course of action, healthy habits and a desire to help others to grow and develop in order to be first rate future citizens of the country. It is in this context that these goals go beyond the concern of the school in the present day context, and therefore, we have to collate the efforts of the home, the community, the society and the school to strive for the above said desired goals. The school activities, therefore, must diversify tremendously to include the 'gestalt' development of children in the broadest sense of the term. A discovery approach towards learning has to be adopted and methods have to be devised to make teaching-learning process based on creativity and innovativeness, which are inherently present in every child. Ther role of a teacher in child-centred education, therefore, has to be that of a non-directive counsellor.

All these facts lead us to the conclusion that the whole process of education needs a telescopic vision rather than a microscopic one.

Title of the paper: Facilitating Self-Discovery Process
in Elementary School Children

Dr. Gursharan Kaur Joneja

The National Policy on Education, 1986, states that "each human being is a positive asset and a precious national resource which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism". Implicit in this is the fact that each child's needs, capacities, interests, values impulses or feelings etc., should be seen as assets and each child should be helped to make the most of what he is by providing positive learning-living climate conducive to the total development of the child. This can be accomplished when each child is helped to grow in knowledge of himself, to discover his resources, his strengths and limits, to be independent, to feel adequate, to take initiative, to set realistic and challenging goals for himself and to decide the various ways to reach his goals.

Actually, without being deliberate, each child from very early stage starts discovering his assets and limitations in whatever he observes and engages in at home, school, play, social functions, reading, writing, creative work and radio or television programmes etc. to be able to do something or in realising his capacity to meet the challenges at each stage of development. This also helps him to discover and measure himself. But, still, all

potentialities and weaknesses are not discovered systematically due to lack of opportunities and facilities for that.

The school can certainly help each child, in the self-discovery-process, through activities involving problem-solving, critical thinking, plan of action, allocating responsibilities and work-related activities. The psychological potential of various school subjects and the psychological influence of student-teacher relationships and student-student relationships can be capitalized in order to help the students in this direction. This is not an easy task. It requires a truly dedicated teacher who believes in children, has genuine interest in them, and encourages them to innovate new approaches in understanding self and becoming self-directive.

Title of the paper: Child Centred Curriculum: A Strategy

Dr.H.S.Singha

The National Policy on Education, 1986 has very clearly stated: 'A warm, welcoming and encouraging approach in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child-centred and activity based process of learning should, therefore, be adopted at the primary stage'.

Out of the three components of learning situation: the child, the teacher and the environment, pride of place is given to the child. He becomes the most important agent in his own learning. The child not only occupies the centre stage, but learns largely through his own actions.. This is the key aspect of the concept of child centristm. It means that curriculum is to be thought of in terms of activities and experiences of a child has an agent of learning and not as knowledge to be acquired and effects to be stored and certainly not in terms of what the teacher does.

'When we make the child an agent in his own learning, we must provide for him to be active. Children like to investigate the materials of the world. Their interest is not

wholly scientific but arises from the desire to control or use the things about them. Pleasure in being a cause seems to permeate childrens' easiest contact with materials.

To destruct and construct involves learning the properties of things and in this way children can build up concepts. Therefore, in child-centred approach, our basic assumption is that learning best takes place when children are active and doing something which presumes their interest in it. A system which makes the children positive, following little scope in managing will disincline them to learn. According to Piaget all learning calls for organisation of materials or of behaviour on the part of the learner, and the learner has to adapt himself and is altered in the process. Learning takes place through the continuous process of interaction between the learner and his environment which results in building up of consistent and stable patterns of behaviour, physical and mental. Hence, activities which provide learning experiences to children become the most important vehicle of the new approach.

We have to defy the traditional system of education. It has been realised that knowledge or information should not be the goal of education but the chief objective of education

should help the children towards self-realisation and self-actualization. Gestalt, proper and congenial growth of personality and development of a good moral character should be the prime consideration of any effective system of education.

There is always a conflict between the child's needs and formal curriculum. It can be easily stated that child-centred approach to education is far more psychological than it can be considered as logical because this approach expects a psychological treatment of the child's needs, aspirations, motivations and proper growth and development. Evidently, this approach emphasises the process of education rather than the product. Child-centred education, therefore, grants far more freedom to the child to inculcate the habit of self-learning and self-growth rather than being directed and dictated by the whims and emotions of the teachers.

If child's needs and interests are paramount, curriculum must lose some of its rigidity. Flexibility will obviously allow for the interest and curiosity of children, minimize the notion of compartmentalized subject matter and allow the teacher to adopt a consultative, guiding, stimulating role rather than a purely didactic one. In child-centred curriculum there is little place for the type of scheme which sets down exactly

what ground should be covered and what skills should be acquired by students in each class of the school.

The new approach towards education policy calls for a greater degree of integration of curriculum than at present. Integration provides for telescoping of different subject matter into each other yielding new cognitive and affective areas for the children to explore.

One of the requirements of child-centred curriculum is that the focus must shift from teaching to learning and from teacher to learner and therefore, from logical organisation to psychological organisation.

The effective way of integrating the curriculum is to relate it, through the use of the environment, to the boundless curiosity which children have about the world about them. This will ensure relevance of curriculum and will be able to generate and sustain the interest of children. The scope of environment, therefore, is unlimited.

One of the cardinal principles of child-centred curriculum is that it is activity-based. The rationale is based on the concept that 'people learn only what they experience'.

Since not all children learn most effectively by the same method, by the same type of activity or by using the same media, child-centrism in curriculum calls for a provision for individual differences.

In conclusion, since the child is the essential focus of our educational system in the current context of developing a New Policy of Education, the curriculum is to provide for his total growth and development taking into account the essential areas: the aesthetic and creative, the ethical, the linguistic, the manual, the mathematical, the physical, the scientific, the social the political and the spiritual.

Title of the paper: Child-centred education: Some perspectives

Prof. Iqbal Narain

The authors have stressed that the Child-Centred or Learner-Centred Education represents the practice of building education round the needs and interests of child himself or herself based on a study of his natural development. The traditional content-oriented curricula is narrow, boring and irrelevant and one has to believe that the immediate concerns expressed by the child are central to successful learning and provide all valid basis for curriculum. The school should attend to all aspects of the child viz., physical, emotional, social and mental. These should produce an independent, creative, self-directed learner and should repolarise the organisation of instruction around the interests of students. Proponents of the child-centred education argue that the school should be fitted to the needs of the child, and not the child to the school.

The different kinds of learning vary in their depth and complexity in the time, effort and maturity to attend to them in their degree of generality, specificity and transferability to new situation; in their inherent value and durability. All of these should be relevant to the circumstances and should enhance human capability and the modification of

behavioural patterns of both individuals and the community.

The authors also view that the progress of life-long learning for the child will require an intelligent, devoted and sustained effort by many people and organisations over a long period. The efforts should be directed towards building a comprehensive and coherent learning system that will provide the learners with convenient educational options relevant to their evolving needs and interests. Such a learning system must provide individuals with a flexible and manifold learning options.

Title of the paper: ~~Growing up with books.~~

Dr. Ira Saxena

Literature that has childhood appeal relates to age-specific trends and demands of the growth process. Likewise stories which satisfy the needs of the child find greater favour with them. The situations ought to be known, characters familiar and narration well within the comprehension for a story to interest. Through the pages of the book, the child attempts negotiations with the complexities of their ever-widening world. Impressions are pouring into them at a tremendous rate and the ability to cope is limited by lack of experience. The gap between new information and previous knowledge has to be filled somehow.

Fantasy is the child's first introduction to abstract ideas. Children have subtle problems on their mind, but as they are extroverted and not introverted, they cannot solve these problems directly. They are worked out satisfactorily and objectively by hearing stories about others. Fairy stories are symbolic of child's own problems.

'The right time for the reading habit to grow is from childhood upwards," said Nehru ji during children's book week in 1959. "Unfortunately, the people who decide as to what book to write and publish seldom take into consideration what a child really wants," he said. Since the New Education Policy also stresses on the non-formal approach towards education, it is desirable to prepare interesting books on a variety of subjects keeping in mind the principles of writing for children.

Title of the paper: Development of entrepreneurship among school children - Role of guidance and counselling.

Prof. J.S. Gaur

Development of entrepreneurship amongst individuals from childhood appears to be an appropriate answer to the growing menace of unemployment. It is a challenge to the nation to develop such individuals who could herald change in the social and economic structure of our society.

Education can be used to bring about the desired social change. 'Guidance and counselling' service at the school stage in our present educational system can prove useful thrust in this direction. Trained guidance workers coupled with tried out programmes and other research-based information can significantly contribute towards improving the motivational levels of pupils towards entrepreneurship.

Some short term and long term measures for the development of entrepreneurship and to motivate the children to go for self-employment through guidance and counselling services have been presented in this paper. Both short-term as well long term measures for development of entrepreneurship have been suggested in the paper. Short-term measures include provision of school guidance services. In order to cater to the guidance

needs of schools all over the country, it is proposed to incorporate training units on guidance for self employment into the syllabus for training of careers teachers, and to conduct community occupational surveys. It is suggested that not only school children but their parents and teachers may also be covered under the guidance programme for self-employment. Among motivational factors which could be utilized for long term development of entrepreneurship identified among children are:

- Children who are high in need-achievement level, and belong to middle class social status and also the disadvantaged minority groups could be easily identified and with a little effort could be guided for self-employment pursuit
- Motivation to engage in self-employment could be generated by posing a challenge before the individual.
- Significant child rearing practices, marked with early independence, self-reliance and lesser restrictions on the part of the mother contribute towards high need-achievement.
- It is desirable to lay stress on meeting certain achievement standards somewhere between the ages of six to eight which is neither too early for the boys

abilities nor too late for him to internalize those standards as his own.

- Greater emotional involvement of parents in anticipated success of their children, coupled with authoritarianism and warmth.
- Using other available information with reference to India to raise need-achievement level vis-a-vis entrepreneurship in our children to motivate them towards self-employment.

Title of the paper: Development of audio-visual (tape slide) materials for education at the elementary stage in the area of Health, Hygiene and Child care.

Dr. (Mrs.) Kamla Bhutani

The child-centred approach to education emphasizes all round development of the child. It envisages to build all education activities around the child, catering to his needs and motivating him to learn the relevant skills.

Learning and physical fitness go hand in hand. If a child is sick, he spends most of his time in hospital and thus lags behind other children in every field.

Early childhood care and Education (ECCE) has received high priority in the educational programmes since Independence. Education Commission in 1964 has highlighted the need for proper physical development as well as mental growth of young children. Government of India formulated a National Policy for children in 1974 and started many programmes for integrated development of children.

National Policy on Education in 1986 has strengthened the commitment of the government for holistic development of the child. The ECCE has under its consideration the age span from conception to about six years. The ambitious

programme of ECCE includes care of mother during lactation, correct infancy feeding practices, immunization of infants from communicable diseases, mother's education in child care, early childhood stimulation and health and nutritional support throughout. The programme of Action for National Policy on Education 1986 has emphasized the need for development of useful instructional materials through the use of Educational Technology in the area of health education.

A research-cum-development project was undertaken by the Department of Educational Psychology, Counselling and Guidance, NCERT to prepare Tape Slide materials in the area of health, hygiene and child care for girls in rural areas. Health education is important for every child. Tape slide materials are very useful for teaching illiterate or semi-literate children. They can form an important teaching aid in school also. In these materials the information is presented through two channels, the audio and the visual. The child looks at the visual stimuli on the screen and listens to the verbal explanations through the auditory inputs. Tape Slide materials were prepared on menace of flies, safe water, dental care, cleanliness of the child, breast feeding, top feeding and solid foods for baby.

In preparing tape slide materials, the following principles of developing self learning materials were utilised.

- (a) to formulate educational aims in Health, Hygiene and Childcare.
- (b) to specify the aims in terms of learners' behaviour.
- (c) to develop criterion test items
- (d) to develop pedagogically sound tape scripts
- (e) to develop cohesive tape slide programmes

The educational aim of preparing tape slide materials on 'Menace of flies' is to make the learners understand the importance of clean surroundings. The children should also learn to keep their eatables free from flies. Twenty three criterion test items were developed to test knowledge of students about their surroundings and cleanliness of eatables etc.,

Scripts were developed by project team members with the help of experts in health education. The services of professionals were utilised for outdoor shooting and commentary recorded in the tapes. The programme consists of fifteen multicoloured shots. The format is of story type. The running time of the presentation is eleven minutes.

The learning outcomes are measured with the help of 23 short answer type questions which were administered individually to 41 girls of 11-14 years belonging to Photokurd Village of Alipore Block, Delhi. The learner engaged time for the tape slide presentation is forty minutes which includes time for pre-testing and post testing. Through this presentation, 68% of the learners were able to obtain 64% scores and above. The difference between the mean scores on pretest and post test was highly significant. It was concluded that the presentation has been successful in communicating ideas in health education. After the effectiveness of this programme was established, other scripts were prepared. These tape slide materials could be very useful for children. at elementary stage in selected areas of Health, Hygiene and Child Care.

Title of the paper: Towards Teacher Preparation for Child-Centred Education: Thoughts and Strategies

Prof.K.C.Panda

Child-Centred education has a found basis rooted in principles of education, child developmental research and sociology. The thinking has become more prominent after 1960s although it was floated in the educational scene since Froebelian ideology in Germany during the 19th Century in the form of individuality, freedom, child interest, need, play activity, creativity, child-centred programme and growth.

The child-centred and activity based process of learning adopted by the NPE, 1986 recognised the centrality of learner in the educative process, thereby trying to reduce the role of teachers into facilitators and managers of learning experiences from solo performers in the classroom stage. The major thrust in the child-centred education is on the process of learning and learning to learn for allround development of children.

In order to implement this thinking teacher preparation is necessary precondition besides curriculum renewal. In this paper certain teacher competencies have been identified, in addition to those already included in the NCTB, 1978 framework for various levels of teacher preparation. These include: an understanding of basic need structure of children, their attitudes, aptitudes, interests, personality

make-up, self-learning abilities alongwith the various ways the teachers can structure experiences of children leading to development of individuality and self-learning rather than learning by direction the dead and dried facts accumulated over centuries. The role of teachers have been defined in more specific terms based on a developmental orientation, intervention strategies; and mediated learning experiences.

Professional teacher preparation has been conceived as is conventionally prevalent in terms of: (a) preservice and inservice programmes and (b) levels of teacher education.

It is pleaded that child-centred approaches to learning are more necessary at the preschool, primary, upper primary levels although its importance at the secondary stage can not be denied. It is with this background certain objectives and competencies that the preschool teachers should possess have been suggested in operational terms. After analysing the relevance of these ideas, it is suggested that the NCTE framework concerning preschool teacher preparation need change. The core programme under Pedagogical Theory should include courses on : (a) Principles and practices in child-centred education, (b) Evaluation in preschool and under methodology and practice teaching, (c) Play activities in children with 10 percent weightage. Instead

of just suggesting a framework, it is further suggested that the details of course outline be developed by a specialist group so that the curriculum becomes relevant and uniform for teacher training institutions.

In the similar way teacher training curriculum at the primary and upper primary level needs transformation to incorporate the process of teaching as nurturance, self-learning, relating to activities, decision making, and analysing behaviour in a clinical setting. The other components of teacher competence have also been spelled out without repeating what was already there in NCTE framework. It is suggested that the structure of primary teacher education curriculum should include a core paper on: (a) principles and practices of child-centred education and (b) evaluation in primary/upper primary school, with revision of course content in the existing curriculum. In the methodology section, activity method may be highlighted with a weightage of 10 percent.

The secondary teacher education programme is suggested to include a course on : (a) adolescent development, (b) teaching-learning process in relation to learner centred approaches and (c) evaluation in secondary schools so that the teacher according to new thinking would be able

to look at teaching from behaviour analysis, social interaction, information processing diagnostic and prognostic points of view in order to bring an allround development in pupils - as envisaged in the NPE document. Traditional approach to teaching of pedagogical theories based on philosophy, sociology and psychology need replacement and reformulation.

Inservice teacher education programmes have been suggested in the form of one week course, school-based inservice programmes, printed matters, mass-media, seminars, extension programmes and multimedia approaches in different institutional settings.

The paper concludes with a note that professional teacher preparation is a crucial input in order to inculcate in the minds of teachers the child-centred approaches and their new roles in the changed context by restructuring the preservice and inservice training courses or professional teacher preparation at different levels.

Title of the paper: Status of Child in Law and its Relevance
to Child Education

Prof. K.D. Gangrade

The need for the awareness of status and legal position of children is important for the development of realistic policies, programmes and legislatures pertaining to the education of children. Health, nutrition and education should receive top priority in schemes and programme of the child. Law as an instrument of social change may help in protecting and safe-guarding the interests of children. All efforts must be made to educate public, prepare law enforcing machinery and judiciary to be fearless. Parents of children need to be provided legal aid so that necessary justice is given to them. The status of child in law needs to be analysed in terms of the importance and place of the child in the Indian Society in relation to our poverty syndrome, in terms of various legislative measures and their deficiencies; and the caution not to give undue emphasis to constitutional and legal methods.

An integration of all the three institutions in terms of parental, teachers and community leaders' responsibilities towards child would help us to take a march in the desirable direction for the benefit of children. Setting up of a unit for the Child Law to codify the laws, to draw a comprehensive Children Act and conduct empirical studies to plug loopholes in laws and to develop strategies for the protection and care of the child is the need of the hour.

Title of the paper: Remedial measure for correcting behaviour problems in Child-centred education.

Prof. K.G. Desai

Behaviour disorders of different pupils differ in their genesis although they may be of the same type. Each individual is unique and so the teacher cannot have the same remedies for the same type of disorder. Adolescent behaviour is very strange and however experienced a teacher may be he has to deal with each case as unique one.

The attitude of teachers towards the behaviour problems of pupils is very different from that of psychologists. Wickman had demonstrated this as early as during the early twenties. He showed that the classroom teachers and mental hygienists hold entirely different views about the seriousness of the problems of children. The teacher looks at them from the order of his class, and any behaviour that disturbs it is considered serious, but the mental hygienist considers that behaviour serious which is harmful to the pupil's personality in the long run. Parents also believe much like the teachers.

Strouffer investigated into the opinions of teachers, parents and psychologists during fifties regarding the seriousness of behaviour problems of children and his results were a little better than Wickman's, because perhaps teachers and parents were influenced by the teaching of the psychologists by that time and had changed their views to some extent. Still the teacher's and parents' views were dominated by the challenge to their authority rather than by the harm to the personality of the child in the longer run.

For the correction of the problem behaviour of school pupils, no set rules can be prescribed. The effectiveness of the measures depends on how far they are relevant and how far they tend to contribute positively to the development of the child. No physical punishment can achieve this goal. Scolding and ridiculing the pupils in the presence of their classmates is still worse. The remedial work should be corrective and not punitive. A few suggestions are given below although each case should be considered unique and should be dealt with accordingly:

1. The teacher or parent should first search himself to as/how far he is responsible for the problem.

2. Preventive measures are far better than the remedial ones.
3. Involve the child in learning through the project method or the like.
4. Praise, social approval and reward by way of some privileges serve as best incentives for good behaviour.
5. "Nervous and sensitive children should be given special attention."
6. Avoid nagging. Adopt corrective measures and then drop the matter.
7. Do not frown in the classroom. A stern face showing 'this far and no further' will achieve the desired behaviour from the pupils.
8. Never continue a grudge against any child.
9. Exploit all opportunities of mixing with the pupils.
10. Group should not be punished for the fault of some individual.
11. Behave like 'mother' rather than 'father' in dealing with the problems of children.
12. Do not do anything to antagonize the whole student-world against you.

Title of the paper: Psychological bases of learner centred education-
Implications for teachers.

Prof.Kuldip Kumar

The learner-centred education, as emphasized in the National Policy on Education - 1986, integrates the theory and research of a number of investigators such as Dewey, Skinner, Piaget, Erikson, Rogers, Maslow and the like, who have contributed to the development of 'environmental design', 'progressive education' and 'open education' in recent decades.

open-education, thus, was designed to maximise the ~~likelihood of each individual child's learning at his or her~~ own pace, using the individual's own base rate as a yard stick to measure learning. In effect, ~~the teacher designed the~~ individual learning environment for each child in the classroom.

Title of the paper: Performance Appraisal System:
School Teachers

Prof. K. M. Bahauddin

The performance of a teacher depends not only upon his competence and willingness to do the work but also upon the facilities available and the climate of work in the institution. The schools in our country are at various stages of development and have different work ethos. Therefore, evaluating teachers on a common format may not be a correct approach to teacher evaluation. A better method is to evaluate the teacher on the basis of the effort he has put in for improving the conditions of his institution.

The work plan of the teacher for the year and how he has implemented his own work plan can be the basis of the assessment. The work plan of the teacher emerges from the institutional goals. The work of the teacher is classified under six major heads and weightage can be given to each major head. The data about the implementation can be collected from the teacher, from the student and by the teacher himself first and then by the superior or by the peer on the basis of the data.

The performance appraisal should aim at helping the teacher to grow academically and professionally and should not be designed as a punitive instrument. Performance

Appraisal System can be effective only when the teachers consider it for their development. It should become an instrument for the development of the institution and improvement of the educational system. The work climate in the institution, in which not only the teacher but every other category in the hierarchy is motivated to work conscientiously and evaluated, is a necessity. The Performance Appraisal System should be implementable simple to operate, open, data-based and participative. The Performance Appraisal System should also be development-oriented. The teacher can produce any materials in support of his work as a teacher. The materials can include course plans, handouts, audio-visual aids developed or used, publications, results in the examinations or any other innovative material the teacher would like to produce as evidence. The evaluation may be done by teacher himself, on the basis of work plan made by the teacher, the corroborative data collected from students. The inspecting officer on the basis of available data and on the basis of the assessment may also record his rating. Ratings by the peer group can also be considered, wherever it is possible.

Title of the paper: Identification and Nurturing of
Talent in India.- The NCERT Way

Prof.K.N.Saxena

"Gifted and talented are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. Those are children who require differentiated educational programme and/or services beyond those normally provided by the regular school programme, in order to realise their contribution to self and society".

Gifted and talented children are capable of high performance and include those with demonstrated high achievement and/or potential abilities in any of the following areas, singly or in combination :

- a. General intellectual abilities
- b. Specific academic aptitude
- c. Creative thinking
- d. Participative leadership ability
- e. Visual and performing arts
- f. Psychomotor ability

Each and every personality, characterised by inter and intra individual differences, may have one and all of its attributes. The nature of individual differences is explained by the interaction of the forces of nature vs. nurture or heredity vs. environment.

C.L.Mayer (1982) found that gifted and talented children come from a better than average socio-economic background. The parents of the children are educated and have high level of aspirations and the family, as a whole, are happy and well equipped.

Research has demonstrated that there are varied types of talent, not just the academic talent. It has been observed that one must travel through routes other than those of intelligence testing in order to comprehend and foster the manifestation of talent. The term giftedness or talent is infact an adjective that can be used to cover broad or general high level talents that may be equally important such as creative talent, planning talent, decision-making talent, forecasting talent etc.

There is a general feeling that in addition to the assessment of intellectual ^{potentialities} and scholastic aptitude the children should also be placed in varied types of circumstances and situations which will aptly demonstrate his talented behaviour. These can be in the form of group or individual project work, extra-curricular achievement, assessment of creativity, innovativeness and originality and some non-intellective measures including assessment of specific personality traits.

The National Council of Educational Research and Training (NCERT) laid the foundation of the National Science Talent Search Scheme in 1963 with the clear-cut objective of identifying and nurturing talented children in the domain of science at the end of the higher secondary stage who, through positive and accelerated type of educational environment, could be groomed to be high quality research scientists for the country.

At present the initial selection is done at the state level and there is a quota fixed for each state and union territory for sending their selected students for a final test to be administered by the National Talent Search Unit of the NCERT. Finally, 750 scholarships are awarded each year for higher studies in various academic domains including Science, Social Sciences, Medicine and Engineering etc.,

EDUCATION OF THE GIFTED AND THE TALENTED

The most important aspect allied to the process for identification of the gifted and the talented is the nurturing domain. There cannot be any single approach to provide appropriate and accelerated education for the identified talented children who have diversified intellectual and scholastic potentialities. This programme of specialised education is to take into account that the talented children need accelerated educational environment, enriched teaching and fostering of homogeneous ability grouping as far as possible.

The most important aspect that has to be taken into account is that groups of young and able teachers should be developed in selected institutions where they could provide enriched programme of teaching and learning through supportive and supplementary reading and experimental materials of a higher quality.

The pupil-teachers in training colleges have to be apprised that education of a talented child comprises of his global and gestalt development on the intellectual, scholastic and personality side. Thus education of the 'whole' child is a necessary pre-requisite for optimising worthwhile nurturing of the talented.

Considerable research is urgently needed to clarify the concept of 'talent' and the processes for its proper identification. Additional research is needed in discovering the various nurturing procedures which can be built-in into the existing infra-structure of education. With the opening of the Navodaya Vidyalayas this research is all the more needed in order to make this innovative scheme a success in the overall interest of the nation because with the progressive democratisation of educational opportunities, it is imperative that the talented and the gifted cannot be sacrificed at the alter of the mediocre and the slow learners.

The National Council of Educational Research and Training has undoubtedly played a very crucial role, through its National Talent Search Scheme, in speeding up the process of National Reconstruction. Some of the scholars, identified through this National scheme, are enjoying prestigious positions as Scientists, Engineers, Administrators, Management Experts, Academicians, Social Scientists and Medical Specialists of great excellence both in India and abroad.

Title of the paper: child-centred Education:
The take-off stage.

Shri K.N. Sud

Is the system of admission to popular and prestigious schools in vogue at present conducive to the child-centred process of learning? Unfortunately the National Policy of Education is silent on this important issue beyond saying that there should be universal enrolment and retention of children up to 14 years of age.

A. humane and child-centred approach envisages easy entry into school of his parents' choice, loving care and affection by all concerned, less burden of books and subjects taught, total elimination of homework, and lots of opportunities for play and interaction with other children.

Books and other equipment not only break the backs of the parents but also those of the children. The school bag has been growing fatter and heavier over the years, what with textbooks, workbooks, exercise books, maps and charts, project articles, theiffin box and water bottle etc..

If the objective is indeed child-centred education then he must be rid of the oppression of excessive learning.

In these days of fast moving technology, the child learns a great deal from listening to radio, watching television and films, reading comics, playing with mechanical toys, hearing to the elders' discussions on various things at home and through/ interaction with other children in and away from the school.

At the other end of the economic and social divide are children of the rural poor and urban lower classes - the slum and jhuggi jhopri dwellers. They have to remain content with attending fund starved schools run by village panchayats, ~~district~~ boards, civic bodies and private charities.

This anomalous situation in the domain of education must ^{change to} in order have a just society and proper social, ethical and national growth and development.

Title of the paper: Education and Integrated Growth

Dr. Keren Singh

Integrated growth of children can be brought about and sustained through effective education. Integration has to be both vertical and horizontal i.e. within the individual and as per the transactions in various social, national and global structures with which the child interacts perennially. The age of old traditional Cartesian-Newtonian-Marxist Paradigm, based essentially upon materialistic assumptions, is collapsing fast. The new ways of perceiving reality is beginning to develop. In this nuclear era and at the present critical juncture a new paradigm is beginning to emerge, which one might call a 'holistic' paradigm, that tends to view things differently from the erstwhile predominant mode of thinking. It converges on the development of a philosophy that stresses the convergence in place of conflict, complementarity in place of competition and holism in place of reductionism. What we have to ensure is a coordinated, balanced, integrated development and growth of children. For this purpose not only the Govt. of India and the State Governments have to cooperate effectively, but local bodies, autonomous bodies, non-official organisations, of private bodies, all of them must be encouraged to contribute substantially towards the growth and re-structuring of the present-

day educational system. Education is not the responsibility of the state alone. There are other bodies, other resources available which must be drawn into the educational system as long as they keep within the broad policy ambit of what has been laid down by the Parliament or the Government.

Any type of integrated growth in children has to start with the fitness on the physical plane i.e. a sound mind can exist only in a sound body. This means that the malnutrition among children which is so rampant in vast areas of our country has to be adequately and urgently combated. Further, children have got to be taught how to breathe properly. They have also to be taught to adopt healthy sitting postures. Yoga should be introduced at all levels to develop the body, the mind, the spirit and the 'atman'.

The intellectual development can take place only when there is meaningful education. With the explosion of knowledge that is taking place today it is true that by the time today's child leaves the school the knowledge imparted to him will be out of date. So what is important is not so much that one learns but to develop the basic capacity to learn. The educational system should be so geared, the text books and supplementary reading materials should be so organised and the extramural activities

should be so planned so as to develop the spirit of enquiry and spirit of intellectual adventure in our children. How many children are encouraged to see the dawn and the sunset? In other words observance of the nature and creative handling of the environment should form an integral part of our educational culture. The children must learn in very clear terms that ultimately they are global beings and hence we have to gear our education in such a way that we are able to instill in the children a sense of ^{not} pride/only in their family, their village, their city, their country but also pride in being global citizens.

To conclude, Education of today should be re-organised in such a way that it would be able to develop the children physically, mentally, aesthetically, socially and morally and also should develop in them the spiritual element. Educationists and Educational Administrators must recognise that science and spirituality should go together and that the old has to die and the new has to struggle hard to be born effectively.

Title of the paper: Gifted-child - Nation's asset.

Shri K.S.Sarma

Inspite of the fact that it is increasingly realised that gifted children are more versatile and complex having unique psychological maturity level in different dimensions, they remain the most neglected group and no attempt has ever been made in India to catch them young. Torrance has remarked,

"There are gifted children who are high achievers at the time they enter kindergarten but whose excitement is so dulled by the experience that they are under achievers by the time they enter first grade... They seem to become slower and slower and are eventually classified as slow learners or retarded".

The routine school work is too easy for gifted children, they do not stretch their imagination to maximum and they do not find the school sufficiently challenging. Rather they consider it as a wastage of time. This often results in severe problems of adjustments.

Infrastructural strategies

a. Programme design

The programme for the gifted children must be learner-centred, flexible, open-ended and replete with options and alternatives, must be thoughtfully designed to provide continuity,

balance and harmony within the total framework of the educational system.

b. Curriculum design

The development and implementation of a curriculum which allows gifted to develop their potential and explore new domains of knowledge should be given high priority in curriculum planning.

c. Specialised teacher preparation

Recruitment of highly talented teachers is the key factor in making the programme of the gifted a success. Unless the teachers themselves are gifted, they will not be in a position to handle the gifted with confidence.

Special in-service programmes at frequent intervals may be organized to keep such teachers conscious of their professional growth and development.

Evaluation

The evaluation of the programme of gifted should be conducted in terms of objectives prescribed. The evaluation can be formative or summative.

Title of the paper: Concept Development, Diagnostic Testing and Remedial Teaching for Child-Centred Education

Dr.K.Venkatasubramanian

Several new theories have been evolved on "Nature of the Child" and the need for child-centred education. The emphasis has now been shifted from teaching to learning.

Concept development is the atom on which the entire education structure is built up. If clear concepts are not developed there will be confusion and chaos. Sensation, perception, concept formation are vitally linked. In order to provide vivid sensations, modern media should be fully utilised.

No child is created as backward by the Creator. But there are innumerable factors which cause backwardness among children, despite our efforts to give them the best educational environment. The techniques of Minimum Learning Continuum and Mastery Learning should be adopted at all stages.

Intensive Research should be taken up in applying diagnostic testing in schools so that the backwardness could be identified at early stage. The required materials and tools should be designed and tested for constant use in the schools. The teachers should be trained in effectively applying these techniques and in

taking up Remedial Teaching. The Teachers Centres and Associations can also be involved in such Action Research Programmes.

Backwardness, in respect of factors which could be controlled by teachers, should be prevented as far as possible. Continuous formative evaluation could be useful in this direction. Teachers' cooperation is essential in attaining the goals of child-centred education, diagnostic testing and remedial teaching. NCERT can play a significant role at all stages of the Child-Centred education, especially in the preparation of materials and training of teachers.

The national symposium will usher in a new era in bringing the latent talents of children to the fore.

Title of the Paper: Child Centred Education: Its Implications
for the Future

Malcolm S. Adiseshiah

All education is Child Centred, or it is not education. The child of today will become the youth of tomorrow and the adult day after tomorrow. On facet of a study of child centred education is to see the kind of world for which the child, the youth and the adult is being prepared. This is the educational world of the 21st century. In fact all education is futurist. The primary school child is learning to live in a world 2-8 decades from the time of his schooling, secondary school pupils is learning to live 4-5/6 decades into the future.

One of the major dilemmas of child centred education is that the child is being taught by a teacher who has learnt his skills 2,3,4 or 5 decades ago in a society at least half a century into the past, while he has to prepare the child to live half a century hence.

The call of the New Education Policy to develop a Child-Centred and Activity-based process of learning requires as a prior condition and obligation some visualisation of the future society for which the child is being prepared, for which the child's entry into the 21st century can be convenient peg

on which the child centred education canvas can be hung. In order to prepare our children to enter the sophisticated facet of the learning society in the 21st century further encouragement should be given to children to work by themselves in the library, with computers and electronic media, in the sports field, in discussion groups, to replace the traditional and outmodish lecture method by dialogue and question and answer sessions in the class-room and to compliment first and later replace the present examination system by various forms of self-evaluation and learning tests and reviews.

Undoubtedly, the 21st century society will be a scientific society. This means that we should develop in our children a scientific temper of reasoning to replace our present non-scientific traditions of acting on out-ward superstitions and taboos, of question which will replace the spirit of conforming unquestionally to what is set and regarded as orthodox and acceptable to the family and society, of experimenting with new as well as the received forms and tradition in place of following blindly and in routine manner the old and established patterns of conduct and life. The scientific temper involves a following of the 'it has been said... but I say unto you'. Both the urban and rural schools,

therefore, will have to draw their students in science and scientific ways of thinking and acting to the beginning with the many small and not so small actions, behaviour, relations and decisions in the class-room. Children of today will have to be prepared not only in handling the increasing technology available through computers, micro-processors and chips but also in making all technology as part of the students thought process and mechanism for truth, compassion and love. The children must be taught how to replace violence (which we are increasingly using as the means of settling controversies and disputes) by the use of receiving and discussion and negotiation. Science is open ended, as far as reality is concerned. It admits the possibility of error and searches for ways of correcting it: it is always on the move to explain some facet of reality through its method of investigation, through its trial and error, methods. The children have to be prepared for building up a fairly moral society in the future to come. They have to overcome the glaring inequality of today and the injustice of a dualistic society where a very small minority grows affluently at the cost of the vast, poor and downtrodden majority.

Title of the paper: The process of developing healthy cognitive structures for social cohesion and National Integration as an integral part of child-centred education.

Prof. M. A. Peg

To attain the goal of National Integration and for building up a sober, dignified and mature nation the most pernicious and menacing evils are communal hatred, violence, destructiveness and aggression and these must be eradicated through cultivating the minds of children positively which implies building of healthy cognitive structures and their motivational substratums carrying sentiments of love, regard and respect for others, and mutual acceptance. Children must be handled at home and in schools in a manner that they learn to respect different religions spontaneously. Cognitive structures operate as value-attitude-meaning systems which effectively determine conduct in interpersonal relations through operating at the very core of basic personality. Love and hate are dynamisms having the aforesaid psychological structure and both can be inducted in the mind of a child as regards his fellow beings by creating pictures that might be good or bad. A child is not born with hatred in his heart. Hatred develops through the process of induction.

A well-loved, well-appreciated, and well-accepted child would readily learn to love, appreciate feelings of others and

respect them, provided he is consistently exposed to a home and school environment which intentionally inculcates a reality orientation on where members of other communities are pictured as good, lovable, nice, acceptable and as deserving respect in their own right.

A programme of child-centred education geared to bring up a healthy nation must be based on a sound philosophy and our worthy traditions, such as the 'sufism' and 'Bhakti', have proved their merits in making national integration a social and cultural process. We can take our guidelines from these traditions and imbibe their spirit in our programme through arriving at national consensus. Through such consensus we hope to implement the same and deploy the most useful techniques for building up healthy cognitive structures in the minds of our children with frequent feedbacks.

We can also deploy the technique of behaviour modification under a new idea that Vedantic concepts are wonderfully impregnated with a kind of operative force and heuristic power to yield a very effective and more meaningful programme of behaviour modification.

Title of the paper: Child-Centred Approach in Education:
A Psychological Analysis

Dr. M. A. Khader

The child-centred approach, which ensures learner involvement in the learning process, has emerged as a revolt against the traditional practices of education, i.e. learner-centred approach. In child-centred learning focus should be on developing the skills of 'learning to learn' in order to achieve all round development or in other words "integrated development of the child". The curriculum for the child-centred approach for the all round development of the child should cover all aspects of development viz., physical, mental, social, emotional, aesthetic, moral and spiritual. The underlying assumption is that active involvement of the learner is likely to facilitate optional learning. Psychologists have also proved it on the basis of their experiments that active involvement of organism is essential for establishing the stimulus-response bond.

The central aspect of child-centred approach implies creation of a manipulable context for learning and the other aspect of this kind of approach is the developmental perspective of the child as a learner which suggests that development of children is normally a progression through fairly well defined and predictable stages. The most

important aspect in child-centred approach is that learner must be recognised as an individual and that learner as an individual has needs, temperament, attitudes, values, interests and abilities. It shows that there exists differences in terms of components of personality among learners. The main concern of education should be to meet learner's requirements as far as feasible.

Title of the paper: Child Centred Education: Role of Parent's and Teacher's attitude and Home and School Environments.

Prof.M.C.Joshi

In most of the approaches of education that are being advocated these days school alone is considered to be the main determinant of education of the children. But there are factors within and without the school that have been found vitally significant in enriching the fruits of education. Starting with preparation for school readiness in terms of age, psychological, physical and social adequacy, the effects of various degree of readiness are brought out significantly / for education and personality development of children. Effects of early school environment, conditions affecting it such as types of disciplining, degree of competitiveness, effects of emotional climate of home, teacher's attitude and behaviour personality predispositions with respect to the perception of teachers, taught and teaching in a cross-sectional development perspective have their influence on childhood education and personality. The factors which influence teacher-student relationships are cultural stereotypes, complaints about favouritism, teacher's attitude and interests, teaching techniques, teacher's personal adjustment and teaching efficiency.

The crucial role of parents and home environment in adopting proper socializing or child-rearing practices and its direct effects in forming child's attitude towards school, education authorities and peers are factors which not only affect the development of required and desirable attitudes for better education but also produce unsatisfactory personal and social adjustment at times.

In conclusion, it can be said that non teaching, but con-comitant factors demonstrate their role in providing education that will lead to the development of healthy personality.

Title of the paper: Problems of school drop-outs:
Reasons there of.

Dr.M.C.Jain

India is facing a lot of crises: political crisis, economic crisis, social crisis etc. etc. It is common experience that inspite of the best efforts of the Govt. of India, it has not been possible to bring to school every child of the prescribed age. All children who are admitted to class I are not able to complete the primary school stage within five years. i.e. the minimum prescribed period. Some of them drop-out at one stage or the other and some fail in one class or the other. This is due to various reasons which are directly responsible for this vexing problem.

For the education of a child there is some investment of money. Money has to be spent on the school building, furniture and equipment, salary of teachers and supervisory staff. If a child leaves the school without completing primary education or if he fails in a class, then the investment does not yield the desired results. In that case, the money and the human efforts go waste. In fact, educational wastage is the direct result of failure or grade repetition and dropouts. Dropout means pre-mature withdrawal from school. In India the problem of educational wastage first came to the fore with the Hartog

Committee's Report in 1928. The first ever systematic study in this domain seems to have been made in the beginning of 1940s when a report on stagnation and wastage in primary schools was brought out by the Bombay Provincial Board of Primary Education.

Our Constitution, according to Article 45, confers to provide free and compulsory education to all children till they attain the age of 14 years so as to secure a better redistribution of knowledge. But it has been observed that our continued failures are glaring. The greatest weakness of the system is that out of every 100 children enrolled in schools, only 50 reach class V and only 25 reach class VIII. In other words, our education is somewhat effective only for half of the initial entrants and fully effective only for one fourth. This huge wastage makes our educational system most inefficient and unproductive.

In fact the problem of school dropouts in our educational system has received much attention during the last forty years. This is indeed, a great challenge to all the devoted bands of workers in the field of education. It has been discussed thoroughly time and again at the National level but there have not been any serious action programmes for meeting the short-falls in the system of education. We have to meet this challenge effectively by launching well planned action programmes and projects to eliminate the evils of educational wastage and school dropouts.

Title of the paper: Role of a teacher in Child-centred education.

Prof.M.D.Bengalee

The education today has become a great challenge to both students and teachers. The entire concept has gone through revolutionary change. It is no more a class-room interaction between the teacher and the taught. It has much wider connotation: of help to an individual to be a perpetual learner, productive, sensitive, fully functioning and both mentally and physically healthy. The role of a teacher has become professional and highly intricate, rapidly changing with the demands of the challenging society. Though teaching has become a profession it has diluted considerably from being a vocation. Unless the missionary and visionary zeal are brought back in the profession of a teacher, it may not help the true development in any one who wants realisation of child-centred education. The professional ethics need to be therefore, emphasised today in this vicious circle, where the child is surrounded by selfish motives and competitive exercises which make him fumble and fall.

A lot has been said about the ethical values of the profession and unless such values are developed, the trend

will be towards commercialisation rather than professionalisation.

It is very much desired that teachers' training programmes are of a longer duration, where these ethical values and attitudes can be developed on a much sounder footing.

Title of the paper: Education - An Activity

. Shri M.N.Kapur

The author has stressed the idea of basic education, propounded by Mahatma Gandhi, in order to attain the goal of child-centred education. He further argued that one cannot teach anything to a child without teaching one of the three inputs of the education viz., craft as the base and physical and social environments forming the other two sides of a triangle. In an academic language it would mean going from the "Concrete to the Abstract".

He has argued that in order to attain the above goal the rigid routine and the rules of the school, even those of promotion, should be relaxed and students should be encouraged to develop his hobby to a higher degree of efficiency and be allowed to follow the hobby in his spare time in school and at home. In other words students, especially talented ones in a particular area, must not be squeezed to fit into the rigid frame of the school timetable. The creative activities of the students such as art work, craft work, sculpture etc. may be suitably displayed. It gives great satisfaction to students and immense pleasure to the parents as well. He has further argued that education is a Personal Activity and Education means Activity.

Title of the paper: Over view of Child-centred education:
The underlying principles and pedagogy
and a programme of action (Paper-I).

Dr. M. P. Chhaya

The center of gravity in old approach is outside the child. It is in the teacher, the textbook, syllabus, anywhere and everywhere but not in the child. Now, the change which is coming into education is the shifting of the center of gravity to the child.

The schooling of the child should be related to his own experience, to his weaknesses as well as his strengths. The child-centred approach means that there should be a shift in emphasis from the teaching process to the 'learning process'. The focus should be on developing the skills of 'learning to learn'. The overall goal of education should be the 'all round development' of the child.

Child Centred Curriculum:

It is to be based upon the needs, interests, aptitudes and abilities of students at different levels so that it enables the learners to acquire the necessary skills, knowledge, attitudes and values which will help him realise his full potential. Curriculum should cover all aspects - knowledge,

skills, attitudes, physical health, moral & spiritual values, aesthetics & work experience. Curriculum and methodologies of learning should bring in elements of problem solving, creativity and relevance. Through this curriculum bring in elements of problem solving, creativity and relevance. Through this curriculum he should be able to extend or refine his skills and gain new interests and attitudes.

The effective implementation of these educational strategies to develop the potential in the child will depend to a great extent on the nature of interactions that take place during the process of transacting the curriculum in a school system between the student and the teacher, teachers and educational administrators, and policy makers.

The Role of the Teacher:

The role of the teachers in child-centred approach will be that of a 'facilitator or guide'. The teacher has an important role in promoting other than intellectual aspects of development in his students. To foster social development of children, the teacher should plan activities for students which will make them learn to work and play together to foster the spirit of sharing and cooperation. The teacher's positive attitude towards the children would encourage the

emotional aspect and motivate them to further achievements.

Evaluation

The evaluation will have to be done in terms of attainment of competencies rather than of knowledge. It should be comprehensive and continuous. The periodic evaluation should also include a qualitative assessment of dimensions like socialability, leadership, ability to work with other, self confidence etc.

Evaluation includes written tests, oral performance, observation techniques and use of cumulative records.

Programme of Action on the Integrated Development of the Child

In the day-school there will be six days working with nine periods a day of 35 minutes duration with half an hour break. The total working time of the school in a day would be of 5 hrs. 45 minutes. Even the government schools with double shifts would be able to work for 5 hrs. 45 minutes daily. The allotment in the weekly time table would be as under:-

Intellectual development	33 periods	1 lang. 6 periods, 2 Lang.-5 periods, 3 Lang.-4 periods, Math-6 periods, Soc.Studies -6 periods, Gen.Science- 6 periods
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Physical Development	7 periods	Games-4, periods, PT-1 period, Yoga/NCC/Scout-2 periods
Emotional & Aesthetic	4 periods	House system-2 periods, fine arts-2 periods
Social development	4 periods	Skill-oriented-2 periods, Service oriented-2 periods
Moral & Spiritual Dev.	6 periods	School assembly-20 min + cleanliness in school-15 minutes = 1 period daily = 6 periods weekly
TOTAL	54 periods	

Title of the paper: Child-centred education (Paper-II)

Dr.M.P.Chhaya

It is sometimes argued that the child-centred emphasis in education is atleast as old as Plato's prescription. It is stated that the center of gravity in the old approach is outside the child. Now the change is the shifting of the center of gravity to the ^{child/}child-centred educationists have stressed that children have a right to ~~consideration and treatment~~ as intrinsically valuable human beings.

Each child is unique in the complex of ability, attitude, Interest, experience and cultural capital which he brings into school. The point of educational activity is to enable the child to grasp the meaning of what he is attempting to learn. Unless the child understands what he learns, it remains a meaningless formula, a collection of inert ideas, a rote skill having no application outside the classroom situation in which it was learned. This is to say that education should be child-centred in that the learner comes to possess what he knows. He cannot enter into possession of a skill merely by being told what to do. For this reason, it is concluded that learning by doing is

essential to the acquisition of knowledge as a personal possession.

It is an illusion that we can somehow educate youth to avoid making the mistakes which we have made. We prepare for life in both its contemporary and longer term perspectives by encouraging a disciplined consideration of moral principles. If education ought really to be directed towards assisting the learner to cope with the daily contingencies of life throughout his lifetime, it ought to make him familiar with fundamental modes of thought in relation to wide areas of human experience. For bringing the child into possession of his learning is that his schooling should be related to his own experience, to his weaknesses as well as his strengths. It begins at the wrong end from the assumption that the primary justification of social studies in the curriculum lies in preparing children for adult citizenship. Our approach to the education of the young child should begin by identifying the key concepts and principles in a subject and illustrating these through the simple, concrete uncomplicated experience of the learner.

The task facing teachers of the young is not the ~~simplification of abstruse, scholarly subject matter, but~~ rather a development of principled understanding of what is essentially simple and fundamental to human experience. ~~We require a developmental view of subject matter which neither sacrifices the child's present interests, needs and concerns, nor constantly ascribes to him the role of alien in an adult community. It would characterize efficient education in any school or college: an education where learners succeed in taking skill and knowledge into themselves so that what is learned may be employed successfully in the business of living and, to that end, where teachers take full account of personal and social impediments to learning and forge education instruments to overcome these. There is this obvious sense in which all education is learner-centred in being conceived so that the learner will learn.~~

It is the teacher's responsibility to indicate the possible limitations of the learner's own spontaneous and untutored choice of activity, to mediate the vision of a wider, richer environment. The teacher's competence also lies in his obligation to assess the disciplinary implications of

a child's choice of educational activity. The term 'academic discipline' assumes its proper function of picking out those culturally valuable activities whose nurture requires the professional expertise of teachers, as distinguished from those activities which are best learned from other educational agencies like the home, or are learned from life in the daily commerce of the market place. The simple notion that the child, the teacher and the curriculum are educational co-efficients eludes us in our single-minded disposition towards monism.

Title of the paper: Development of Entrepreneurship
Amongst Children and its Psychological
Implications

Ms. Neeru Bala

Development of Entrepreneurship is a comparatively new area requiring ~~combined~~ efforts by people from different streams of life. It is a highly important field since ~~it~~ can be instrumental in solving two major problems facing our country. First of economic development and second of reducing the number of educated unemployed youth. At present nothing much has been done at official and/or educational institutional level ~~to~~ develop entrepreneurship amongst children. Development of entrepreneurship up till now has been the product of interaction of innate potential and socio-economic background of the children. Some of the motivating factors are economic gains, ambition, social prestige and social responsibility. Need for achievement, adaption, propensity and risk taking behaviour have emerged as few important qualities for entrepreneurship. An attempt has been made in the paper to present a model for developing Entrepreneurship amongst children.

Title of the paper: Education for Tomorrow's Child

Swami Nitya Chaitanya Yati

When a child comes to this world, the world is new to the child, and in the same measure, the child is new to the world. Education commences when active familiarization becomes an imperative need. The child has to become familiar with the new world. One major flaw in education that has persisted through the ages, due to the educators' ignorance, has been that the world has to be properly educated to know its new additional members. Everybody focuses his attention on the ignorance of the child and nobody has ever considered that the world is ignorant of the child.

The child is as old as the world, the world was a child, probably even before the big bang happened, and even today the world is having a new face which could very well be of the childhood of the world. That means that in the familiarization process the child in the world and the world in the child have to stand face to face and should be able to get into a dialogue in which new alphabets have to be essentially evolved. New words are to be coined, new ideas are to be struck. It is here that education has miserably failed. A chasm of strangeness has grown wide between the two growing children - the human child

and the evolving world. The relevance of an innovative teacher is felt because the taught is often in need of being guided properly at times.

The role of self-Education of the child is very important because most of the things a child gathers and educates itself with until the age of three will hold good to the last day of a person's life. Therefore, an effective teacher must realise first of all the importance of self-Education of the child. The role of a teacher in the early years of life is to rectify the mis-conceived shapes, forms, ideas of substances and notions of re-active dynamic of a number of items because of their fascinating similarity or dissimilarity. Since, one single exposure to an experience does not affect all the necessary coordination of a physical and mental faculties of a child to preserve the net value of the exposure, more repetitive exercises and drills have to be organised by creative teacher to impart certain basic knowledge and efficiency and tenacity. It is here that the child becomes a trainee and a teacher becomes a trainer.

In conclusion, therefore, an absolutely new pattern of education should be evolved in collaboration with institutes related to Unitive Science (Brahma Vidya).

Title of the paper: Educating the child/learning disabilities-
A Child-Centred Approach.

Dr.(Mrs.) Nirmala Gupta

Much of the child's learning in school and in later life depends upon his competency to use these basic faculties such as his thinking and reasoning, memory and imagination and other sensory perceptual abilities. These are specially needed for acquiring skills related to school learning such as reading, writing, arithmetic and communicating with others. Millions of children in our schools are not able to develop these faculties adequately and face various educational deficits or handicaps, referred to as "learning disabilities".

These disabilities are not due to any physical handicaps, mental retardation and social or economic deprivation but due to malfunction and that too minimal malfunction of the brain caused by heredity, illness or emotional stress. Although a few learning disabled may require special programmes for help, large majority of them are in regular classes and an understanding of characteristics of these children will help in their early identification by the teacher and in devising suitable activities and programmes to suit their individual needs.

If reasons for these disabilities are generally not understood, the child feels frustrated or confused and often develops secondary emotional characteristics. 'Learning disabilities', thus, turn into 'life disabilities'. In view of the fact that learning disabilities children have unusual talents and potentials, much stands to be gained in understanding and disclosing of these disabilities.

Teachers need to understand a child, his unique needs, his deficits, his learning environment and his learning styles. Children develop deficiencies when they are not developmentally ready or motivationally ready to learn. As much attention should be paid to understand how the student learns, as to what he learns and how he approaches and organizes his learning strategies.

Remedial teaching programmes, multi-sensory teaching approaches, cognitive training techniques could prove helpful for those showing signs of such deficits. They could also be helped to improve their study skills to prepare them to take up adult role. For this purpose teachers could be provided suitable training.

Title of the paper: Education of the Disadvantaged

Dr.(Miss) Neshla

Still poverty and poor education go hand in hand. While the affluent disadvantaged get the best that an inadequate educational system can offer, the poor get the worst. Not only are the disadvantaged poor not ready for the schools, but the schools, by and large, are not ready for them. When the child enters school, ^{he} moves into a different world, one which mirrors him in the same degrading terms which he has come to accept as his lot. Poverty is a stigma that the school unwittingly takes as a sign of personal unworthiness. Poverty indeed has a subtle crushing dimension. To be poor is to be stigmatized by our society. A man's worth is determined by how much money he has, the car he drives, the house he lives in, the clothes he wears etc. Lacking financial worth, he also lacks personal worth.

Children from such socio-economic groups certainly do not benefit from our present educational system as there has been relatively little concern for the fundamental effect that this system has on the individual's personal understanding of life: his own and that of the others among whom he must live.

Therefore, to reach the disadvantaged the school would have to start by accepting them. It would have to take lower

class life seriously as a condition and a pattern of experience not just as a contemptible and humiliating set of circumstances from which every decent boy or girl is anxious to escape. It would have to accept their language, their dress and their values as a point of departure for disciplined exploration to be understood not as a trick for luring them into the middle class but as a way of helping them to explore the meaning of their own lives. Indeed, the heart of teaching lies in reaching for the content suited to the child, understanding its significance and building upon it so that it becomes larger and expands the child's frame of reference. The goal cannot be reached unless the teacher learns the language of the child. In practice, the rule is more often that the child is obliged to learn the teacher's language and that is where it ends.

The teaching of the disadvantaged being a real challenge the teacher is expected to be a mature, well integrated person who respects his difficult, unmotivated and apparently unteachable pupils to whom he communicates his respect by setting high, but reachable expectations, by his impartial and consistent firmness and honesty and by his warm personal regard for each individual. In addition, the teacher should have a wide variety of material and procedures, the ability to devise new ways, to deviate from accepted procedures and courses of study but always to be aware of the knowledge and skills the pupils must eventually acquire.

Thus the teacher is closest to the learner, of all those involved in the New Educational Policy! He must interact with the pupils in daily reality and, therefore, he is most likely to be familiar with their needs, their problems and their assets. The teacher has learned, perhaps through trial and error, what will and what will not work in the classroom, and what are the obstacles in the home or in the school life in the path of learning. Certainly, successful teaching in the disadvantaged school lies in using these strong human needs as spring board of learning. The keys that unlock the doors are understanding of the child and his world, acceptance of him and his attitudes and offering help and approaches geared to his abilities and special needs. To those who face the awesome task of educating their charges to overcome their impoverished background, the task sometimes appears overwhelming as one teacher put it that to teach the disadvantaged, one needs the 'Wisdom of Solomon, the patience of Job, and the strength and endurance of Samson'.

Title of the paper: Encouraging Creativity Amongst Children

Lt.Col.Naren Tewari

Population explosion and high degree of industrialization have given rise to varied problems about the people, their prosperity and peace. The Sociologists, Engineers, Artists, Architects, Industrialists, Scientists, Religious thinkers, Educators, Psychologists, and Politicians are collectively and individually engaged in search of creative solutions for a better tomorrow. Creative Citizens will not only solve problems creatively, but also prevent problems by delegating menial, routine, and monotonous jobs to computers and machines and man would be free for creative thinking.

In the present system of education, emphasis is on Read, Write and Re-produce. The success is measured by retentivity of facts and their re-production in the examination on answersheets. The teaching of a child suffers from freshness, newness and uniqueness. The teacher should create new interests, new innovations to kindle the flame of creativity because it is child of today who will completely renovate the present concepts, ideologies and technologies for entire quality of life in the coming years.

The aim of education should be to identify creative potential by various tests based on attitudes and aptitudes. A society or a civilization which is poor in creativity is static and suffers from terminal illness. Thus educators are responsible to nurture creativity, through creative and re-creative curriculum for the child.

The environment around a creative child at home, school or society must have favourable climate so that creativity can be originated and gainfully utilised. A highly creative child has problem of isolation and adjustment. They are often alienated from their peers, parents, teachers and elders in society.

Creativity is like a spring of fresh water which may be a nuisance when it first issues from ground producing only mud and muck. It cannot be stopped by cement. Its flow will continue to sweep around the edges. When the spring is given a channel it becomes a source of joy. That's what creativity is all about and that's what we should do to encourage creativity among children.

To conclude teachers, parents, educators, psychologists and people at large must evolve creatively an educational system wherein a child's creativity is germinated and nurtured towards useful creative innovations for a better quality of living.

Title of the Paper : Positive Processes of Learning And Development in Children - An Experiment With Elementary And Secondary Teachers.

Dr. Narendra Singh

Learning and development go together and influence the child's life at every turn. Some very firmly established personality characteristics and character are by and large based on learning and patterns of development earlier stages to child's growth. It is our common experience that the inadequacy of the teacher hampers the learning and developmental aspects of the children. Because, now-a-days, the teaching done by a traditional teacher is subject and curriculum-centred and not child-centred. Realising that the child is the centre of education and teachers are unable to give him maximum benefits, teacher training programmes have to receive utmost attention and adequate positive polarisation.

The major objectives of teacher training programmes are :

- (i) to acquaint the teachers and educational authorities with various aspects of child's personality and their relevance for effective teaching-learning;
- (ii) to enable them to understand the processes/factors that inhibit or facilitate learning and development;
- (iii) to evolve a nucleus of learning and development experts;
- (iv) to devise and propagate teaching-learning strategies and thus bring about considerable improvement in child-centred education through effective teacher education and modified teaching-learning processes.

As per the course content developed at the Department of Educational Psychology, Counselling and Guidance, NCERT regarding the 'Enrichment Course in Learning and Development' the teachers and teacher-educators are exposed to new ideas, concepts and innovative teaching-learning strategies by selected resources demonstrations. There is also an in-built evaluation of the short-term enrichment course. Some of the positive processes/factors for better learning are : age, physical and mental health, environment, practice, interest, comprehension, motivation, study-habits, audio-visual aids and modern teaching.

The department of Educational Psychology, Counselling and Guidance, NCERT, has organised 12 such courses by now for elementary level and 8 courses for secondary level teacher educators during 9 years and has trained 297 and 171 teachers/teacher educators of elementary and secondary level, respectively. The participants have appreciated such training and have expressed their satisfaction for upgrading themselves globally and specially in enhancing their basic knowledge. Faulty teaching gives rise to numerous problems such as failure, underachievement copying, dropout, wastage, frustration stagnation and day-today disciplinary problems. One of the ways which appears fruitful is to retrain the teachers and teacher educators continuously and help them to update their knowledge and develop new teaching-learning strategies and thus maximise perennial benefit to the children.

Title of the Paper : The Child At The Centre of Education -
A Developmental View

Prof.N.Vaidya

We have had enough opportunities to improve our clerical system of education since independence. We have concentrated more and more on the development of text books, instructional and illustrative materials and evaluation etc. rather than on child. We have now learnt a bitter lesson after several re-evaluations in science teaching of the fifties that the latter scheme of education is no longer tenable as was made out by some influential critics. This century old trend needs to be reversed by insisting on the developmental view of learning. Here, piaget is the current star who emphasizes more on the processes rather than products of thought within the context of his experimental epistemology. Some significant research conclusions have also been reported. Finally, it is suggested that children need to be help to help themselves for, it is in their nature to go on learning and releasing ad-infinitum.

Title of the paper: Psychological strategies for the educational development of socially disadvantaged groups.

Prof. N.Y. Reddy

According to the author the socially disadvantaged in Indian context must fulfill two basic criteria of (i) poverty and (ii) deprivation of normal social interaction with the persons of mainstream, thus resulting in social isolation and cultural anomic. According to these two criteria, S.Cs and S.Ts are the two main types of populations that can be strictly described as socially disadvantaged. Untouchability practised by the caste Hindus is the main cause of disadvantagedness in the Harijans and geographical isolation coupled with cultural deprivation is the root cause of social disadvantagedness among the tribals. Economic amelioration alone cannot bring them into the mainfold and, therefore, it is necessary to think of psychological strategies and social development programmes. Findings of two studies carried out in Osmania University, Department of Psychology, Hyderabad in 1986 which focussed on the psychological strategies have been presented by the author along with possible educational intervention strategies as given below.

1. Since home is the single most important factor that can make or mar the personality of a child in early stages of development; steps must be taken to enrich the home conditions of the disadvantaged.
2. Exclusive hostel system for one caste or community will do more harm than good and, therefore, it is necessary for the government to create mixed hostels by admitting students from different castes and classes. This will certainly ensure the integration of the socially disadvantaged with the main stream.
3. Building up ego strength in the disadvantaged children is the primary and essential step to be taken up by the hostel warden as well as the classroom teacher. This will pave way for developing high self esteem and self confidence in the children. This can be achieved mostly by rewards and recognition and not by punishment.
4. Several studies have proved that immediate rewards are better than delayed rewards for effective learning in the children and more so in the case of deprived children.
5. Since the socially disadvantaged children possess more need affiliation than need-achievement, it is necessary to have judicious combination of these two in making the classroom teaching more interesting and effective.
6. The studies and experience reveal that the SC students require a good deal of personal and individual attention in grasping concepts, and therefore, it is necessary to have special tutorial system in the social welfare hostels, particularly in difficult subjects like Maths and Science.
7. A great majority of problems lie in faulty study habits and, therefore, it is necessary to expose the children to effective study skills by conducting short-term workshops for them.

Supplementary reading materials in the form of special packages with lucid explanation of concepts and problems must be provided to the children which can be of use in outside classroom hours.

The most important element in teaching-learning paradigm is teacher and, therefore, it is necessary to train the teacher in changing his conservative attitudes towards the low caste children. This can be done through short term workshops.

On the whole, more than the classroom it is outside classroom intervention that goes a long way in making the socially disadvantaged child an effective learner.

Title of the paper: Child Centred Education: A
Behavioural Approach

Dr. Padma Seth

The area of educational research is replete with a variety of models experimenting with quantum of academic input that can safely be introduced into the curriculum and syllabus of school education. Lot of emphasis has so far been placed on external learning where the students and children have very little use for their faculties and aspirations. Strange new things in the name of education are thrust on them to learn. Unable to identify their interests with what is taught, participation is often found lacking. The educational inputs thus do not seem to be child centred but adult ambitions and perspectives, couched in educational philosophy and logic.

On the contrary Child Centred Education, is based on Children's interests, aptitudes, and aspirations. They can be both visible and experiential in their characteristics. Some practitioners of psychology social sciences including social processes and other phenomena which are not directly observable and measurable and they therefore concentrate on the attempt to describe and explain outward manifestations of such phenomena, i.e. observable behaviour and the relations of such behaviour to external stimuli.

The attempt to study men and animals on the basis that they have only patterns of behaviour is called the behavioural approach or sometimes Behaviourism.

Child centred education in simple words amounts to a free environment where a child is able to manipulate, able to participate in group action out of own interest and be able to model. The resultant self-awareness leads to a situation where the child gets on to work on his own where the adult or teacher may not really teach but be there as a stand by for counselling, to help with certain techniques and emergent situations. Finding oneself amidst a variety of things to see, enjoy and learn the child is motivated. The following interaction of the child with other children, the materials available around and the visible uses it has been put to push the child to a different level of understanding which again is visible in the child's work, participation and enjoyment.

Child centred education is one where the learning inputs are made available in an informal and free environment where there is scope for participation out of free will and where expression is encouraged and appreciated.

Traditional measurement methods not be suitable to gauge their performance, their interest, their behavioural patterns. Their general attitudes, their methods of

tackling problems in any given situation, their perspectives towards understanding a given problem, and their boldness in tackling the same are some visible and observable areas of research.

One may ask as to what is the need for Child Centred Education when the whole educational process believes that it is child centred. The only measurable yardstick is the number of non-going children to schools, the drop outs and the mediocrity that surfaces in schools leaving the first three students as the best performers.

Micro-experiments have shown that child centred education packaged are available and possible to replicate. The need to orient education systems to child-oriented education is :

1. To make education more enjoyable
2. To make it more participatory
3. More Communicative
4. Self-disciplined
5. More creative
6. to express freely through the media of the child's choice
7. to get more and more children involved easily to solve the problem of uneducated and drop outs.
8. to orient schools towards developing better educational environments.
9. to orient teachers towards child oriented educational packages
10. to make child-teacher motivated for free expression.
11. to learn values through enjoyable learning & play.

Title of the paper: Child-centred education as An investment.

Prof. P. D. Hajela

The author has indicated that while the proportion of child population between 0 and 14 years in the total population has not been very sharply affected except for 1961 and 1971, the absolute number of children since the beginning of the century has multiplied three times over. The proportion has been 38.05% in 1901, 38.42% in 1951 and 39.7% in 1981. Only in the years 1961 and 1971 the proportion increased sharply. In 1961 it was 41.04% and in 1971 42.03%.

In a developing country like India where there is a revolution of rising expectations amongst the people and also a political and social compulsion to expedite the various changes that are taking place, it will be appropriate to say that 'the child is the father of man'. It can be nobody's view that such changes can be best taken care of only after today's children had grown and matured into appropriate leadership. Social transition is a continuum even though it may not be as steady and stable as one may desire. Often changes take place by fits and start, necessitating sudden adjustments in the quality of leadership

required to sustain those changes. The author has highlighted the short period aspect and long period aspect regarding this issue. The long period perspective is bound to be of great significance in the present context.

How best can we prepare the children to fulfil our hopes and aspirations in the economic, technical, scientific social and other fields is the major question. Can we so conceive their training that the achievement of long period goals at the time they have matured into youth can be possible? It is true that education should inculcate in the child qualities of sports-manship, strong sense of moral and ethical values and a deep feeling for the country and its people, in addition to the development of cognitive domains. It should also help the child to use his creativity in the fields of aesthetics, drama, dance literature, religion and philosophy. In the domain of vocational education or of education through work experience we should imply that focus on child education could be fruit-bearing both for the child and the society.

Basic education assumes that first of all the child when he becomes an adult should be able to manage and assure for himself the supplementary or principal means of livelihood.

While discussing the investment aspects of child education, it is desirable that we try to have some idea of the economic changes which India is planning to bring about. The author had dilated on this issue considerably.

The view that child education is an investment only in so far as it prepares children for employment or self-employment is a very narrow view. Even after a child grows into a good political or social sportsman, a good musician, or a dancer, all these would be a gain to our country. Therefore, the overall development of children is extremely important. The author has highlighted the use of professional counselling and guidance and aptitude tests in this domain. He has also discussed the various modes for augmenting the cause of child school education. He has highlighted the problem of allocation of resources as between school education on the one side and the less of the education on the other. The author has clearly mentioned that investment in human resource development should begin from the very beginning through the fostering of the talented in addition to the overall development of all the children on various education ladders.

The author has pleaded that much better priority should be given to education that it has been able to get in the country today because human capital at various stages of development, including the stage of child-centred education, is of prime national importance.

Title of the paper: Child-Centred Approach to Education-
Its implications

Prof.P.L.Malhotra

The National Policy of Education-1986 envisages adoption of a child-centred approach to education in the context the efforts to promote universal enrolment and universal retention of children up to fourteen years of age and substantial improvement in the quality of education. The National Policy of Education highlights that "a warm, welcoming and encouraging approach in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn" and that "a child-centred and activity-based process of learning should be adopted at the primary stage". In this context the National Policy of Education also stresses the need to allow first generation learners to set their own pace of learning, and to provide supplementary remedial instruction to them, to increase the component of cognitive learning as the child grows and to develop skills through practice, to make evaluation as disaggregated as feasible and to adjust school timings as well as vacations to the convenience of children.

The importance of the child-centred approach to education at the elementary stage has also been highlighted in the Programme of Action for implementation of the National Policy.

It may be pointed out that the National Policy of Education envisages is a "Child-centred approach" to education rather than "child-centred education". Child-centred education implies that all aspects of education, including the goals and objectives of education, the contents and the processes of education, evaluation procedures and techniques, and institutional arrangement for imparting education and focus on the child should be centred around the child's needs, interests and abilities. It envisages individualisation of the total educational processes and practices. This is indeed a tall order and is not a feasible proposition within the overall framework of our formal educational system. Therefore one would like to under-score that a child-centred approach to education, refers to an educational arrangement wherein the contents and process of education are designed keeping in view the developmental needs of the child, capability for learning at different stages, intellectual development and the process and modes of learning during these stages so as to enable to achieve the pre-determined curricular objects. Child-centred approach to education implies that all educational activities are directed to enable the child to discover his/her talents, sharpen abilities, develop intellectual potentialities to the fullest, develop social skills and foster emotional well-being.

The basic assumptions underlying the child-centred approach to education can be summarised as:

- i) A learning environment which helps in fulfilling the developmental needs of a child and activities his/her motivation to learn.
- ii) Learning experiences provided at a level consistent with the mental abilities at different stages of intellectual development.
- iii) Activities and exploration, manipulation of materials and through interaction with people.
- iv) - Allowing individual differences which will facilitate attainment of the expected learning achievements by all children.

The adoption of child-centred approach to education has several implications, particularly for the transaction of the curriculum. The practice underlying child-centred approach to education essentially depends upon the learning environment, selection of contents and learning experiences, designing of appropriate teaching-learning strategies, the procedures and techniques adopted for evaluation of the attainment of learning outcomes and organisation of remedial instructional programme for slow learners and enrichment activities for fast learners.

Optimal learning by children occurs when they are provided with appropriate conditions and environment for learning. The stimulating learning environment which activates the child's motivations for learning is one of the more characteristics of child-centred approach to education. It should have a wide variety of pre-conditions.

Child-centred approach to education necessitates selection of contents and learning experiences that are appropriate to the developmental stages of children. A child-centred approach to education calls for flexibility in the selection of contents and learning experiences as well as in the selection of strategies for curriculum transaction in order to make learning more relevant to the environment context of the child. A high degree of flexibility is envisaged in designing and introducing remedial and enrichment programmes and materials by the individual schools and teachers to cater to the needs of slow and fast learners studying in the same class or grade in a school.

The adoption of child-centred approach to education has more implications for transaction of the curriculum than for selection of contents. An interactive process of teaching and learning with the teacher as a facilitator in

the learning process of children is a main feature of the child-centred approach to curriculum transaction. This calls for development of appropriate methods and techniques which would facilitate interactive process of teaching and learning. The existing teaching methods which are predominantly based on rote learning, lectures and reproduction of information by the children need to be replaced by innovative methods of teaching which would de-emphasise rote learning, stimulate curiosity, encourage activities involving exploration, independent thinking, planning and execution of projects and develop problem-solving skills and promote creative thinking and development of mental processes like reasoning, formulating hypotheses, establishing hypothesis, making inferences, predicting cause and effect relationship etc.. The method of teaching should be centred around activities which will provide a child with situations in which he/she performs experiments, try things out/see what happens, manipulate materials, pose questions, record observations, compare findings with those of others, form generalisation based on the findings etc..

One of the ways of promoting an interactive process of teaching and learning is through the adoption of inquiry and discovery approach to learning.

participation of learners in carrying out projects also helps in promoting interactive process of teaching and learning. Adoption of discussion techniques and small group activities are also viable strategies for transaction of certain aspects of the curriculum.

At present, the whole system of education is constrained and dominated by rigid system of norm-referenced examination practices and evaluation procedures. ~~Child-centred approach~~ to education necessitates provision for continuous evaluation of the learning achievements in order to find out whether or not a child has achieved specified learning outcomes and to diagnose difficulties, if any, in order to design appropriate remedial measures to help develop from the expected level. A pre-requisite to child-centred approach to education, therefore, is a change in the form of assessment currently used in schools to evaluate learning achievements. The most desirable form of assessment in the context of child-centred approach to education is a criterion-based assessment, grading and reporting system. It is, therefore, imperative that a comprehensive system of assessment for evaluating the all round development of the child, covering both scholastic and non-scholastic aspects of the growth of child, have to be evolved.

Remedial instructional programmes to cater to the needs of slow learners and enrichment activities for meeting the needs of fast learners studying in the same class or grade in a school is an important aspect of child-centred approach to education.

Child-centred approach to education requires a reorientation of the very approach to transaction of the curriculum. A learner is no longer considered to be only receiver of information transmitted by the teacher but as a participant in the teaching-learning process. Therefore, the role of a teacher in a child-centred approach to education is not one of transmitting ready made knowledge to children. His main task is to help the child to construct knowledge by guiding his/her experiences. The role of a teacher is not to impose or reinforce the correct answers in respect of problems posed to strengthen the child's own process of reasoning and so seek out and discover knowledge through ^{an} interactive process of teaching and learning. In order to institutionalise child-centred approach to education at the elementary stage, it is necessary to take a series of coordinated measures. Some of these specific measures are:

- i) Introduction of the norms or minimum level to learning at the primary and upper primary stages and consequently development of contents, methods and materials that are appropriate for the attainment of these levels of learning.
- ii) ~~Reorientation of the content and process of education~~ in order to make them relevant to the intellectual and emotional needs of children.
- iii) ~~Development and introduction of revised instructional~~ packages, including text-books etc.
- iv) Provision of minimum essential facilities required by the schools for effective implementation of the child-centred approach to education.
- v) Examination reform and introduction of continuous and comprehensive evaluation to facilitate children's learning.
- vi) Orientation of in-service teachers to the methodologies involved in child-centred approach to education.
- vii) Renewal of the elementary teacher education curriculum to incorporate the theory and practice underlying child-centred approach to education.
- viii) Utilisation of educational technology, including mass media, to support implementation of child-centred approach to education at the elementary stage.

Title of the paper: Behaviour Modification in the Class-room.

Prof. Prabha Gupta

Behaviour Modification assumes that behaviour depends to a great extent on environmental factors. Therapeutic interventions involve training clients to engage in certain behaviours and not in others. One of the goals of behaviour modification is to provide learning experiences that promote adaptive and pro-social behaviour. For its own protection and survival, society is most urgently concerned with the individual behaviours that inflict damage on other group members (aggression and those behaviours that seem to have little immediate advantage for the person but are beneficial to the group members (altruism). In traditional concepts, anti-social, pro-social acts have been viewed as part of man's inherent morality. For example, wars and conflicts have been seen as natural outlets for aggressive instincts. Pro-social behaviour may have to be carefully nurtured in children by group practices and alternative modes of conflict resolution offered to decrease instances of aggression.

Peace education consist of learning experiences which will produce skills and understandings and contribute to the pursuit of justice and the elimination of violence. Peace education involves the development of morals or value education

in children, adolescents, youths and adults. It can re-introduce the process of moral reasoning in classroom situations. Moral education in the domain of norms and values has been introduced in the course of curriculum of schools. The selection of the school as an agency in peace education is validated on several grounds.

With a deep concern for peace education, peace education and peace research are very important for the global development of children as the enlightened future citizens of tomorrow.

For imparting peace education the discussion method has been considered to be more practical and advisable than indoctrination method because both the students and the teachers will be involved in the discussion and a free exchange of ideas on the subject would be possible.

A number of experiments conducted by the author have revealed that an important factor in changing attitudes of individuals towards war and negative ideas toward humanity in general is to introduce peace education in the schools. Hence, the following programme of action for peace education may be considered desirable:

1. peace education should be introduced in all schools and colleges.
2. peace education should emphasize imparting training in non-violent resistance and conflict resolution.
3. The task of peace Education and peace Action be entrusted to psychologists.
4. School Psychologists be appointed in all schools and colleges to implement Mass Peace Education and Action Programme.

Title of the paper: Foundations of Education

Dr. Prem Kirpal

Education is a life long process of the making of Man through the expression of all that lies in his potentials of heredity, environment and imagination toward the achievement of creativity and every ascending consciousness from being to becoming. Survival and growth, through change and integration by learning and its application mark the educational process, the foundations of which are laid in the age span of three to seventeen, embracing childhood, adolescence and the advent of youth in the Life-Cycle. This is the time of keen experience of meaningful preparation for the art of living by the development of man's innate capacities and the broadening scope and consciousness of his larger humanity. Such education is contrived largely by his own self in creative inter-action with other selves through the vistas of time and space revealed by history and poetry and on the paths to the future projected by knowledge and its application, illuminated by imagination and spirituality, for the enrichment of man's psyche and his togetherness with all life and Cosmos.

It seems necessary to shift the emphasis of study and research, innovations and experimentation, to the school population, especially in the developing countries where the

base of education is often the weakest. Without a strong and appropriate base the educational pyramid fumbles and faults,, becoming lop-sided and wasteful.

It appears that the largest sector of national endeavour comprised of students, teachers and parents, sulks, decays and rots, and no silver-lining appears on the educational horizons of the nation. India has the unique task and also an awesome responsibility to build at the same time a strong integrated nation as well as a continental society imbued with the notions and perceptions of universality and the challenges of a composite culture to take charge of its immediate present for the emerging future which it must share with others. A nation, therefore, needs to be forged in the vision of humanity.

The stage of childhood in the life-cycle is of paramount importance. Sound and well-informed educational practices, supported by the home and the child's neighbourhood, should rear children in an environment which generates trust and confidence in the child and instils in his personality at this impressionable stage the belief in a natural and reasonable world into which he is ushered by parents, teachers and mentors for gaining his own identity and integrity.

The child's sense of wonder and astonishments and his natural curiosity lead to a learning process which should be encouraged by schools.

To preserve the blessed state of childhood and build healthy foundations of personality on childhood experiences, it would be necessary to develop adequate programmes of research and teacher training for child-centred education. It is suggested that a National Institute of the Child be set up in cooperation with the NCERT and similar institutions for studies of adolescence and youth problems to enrich the content and quality of school education.

Title of the paper: Mastery Learning and Criterion
Referenced Testing in Child
Centred Education

Prof.Pritam Singh

This paper highlights the need for mastery learning and criterion-referenced testing approach in child-centred education. The focus of this approach is on optimising development of the potentialities of the child to enable him to attend the intended mastery level through continuous evaluation, diagnosis and remediation. The paradigm reflects the integral relationship of intended learning outcomes, mastery learning and criterion-referenced testing. Differentiating the mastery learning model from the norm-referenced model of teaching and testing, the emphasis is on reaching the optimum - minimum by the maximum number of students rather than attainment of maximum by the minimum number. Philosophical, psychological, sociological, scientific and padagogical bases of mastery learning vis-a-vis criterion-referenced testing have been identified and the implications of the criterion-referenced testing in the teaching-learning have been traced. Therefore, the maximum development of the potentialities of child by teaching for mastery and master testing approach is the chief concern of this paper.

Title of the paper: 'Many sides of Child-Centred Education

Prof. Rais Ahmed

The author has clearly highlighted the manifold task of providing child-centred education as per the major recommendations of the National Policy of Education, 1986. He has argued that in addition to the basic facilities, educational environment has to be made more flexible, attractive and cheerful and drudgery and fear, often associated with it, have to be completely eliminated. Buildings and class-rooms, apart from being clean, should be well lighted and airy and could be adorned with suitable pictures, coloured posters, charts and even huntings. He further emphasised that the natural interest and curiosity of the child should be given the relevant importance through play and activity out of class-room, exploration of plant and animal life and through productive activities of various kinds. The teacher should not only be competent but also friendly, not grouchy and cantankerous but tolerant and sympathetic. It is only the benevolent teacher who can transform learning from mechanical process to an enjoyable experience; from a passive activity of students to adventurous enterprise of constantly invading the unknown. Finally, the author has emphasized the personalised education aspect of child-centred education.

Title of the paper: The role of guidance counselling in
Child-centred education - Some
Empirical experiences.

Dr. Robert E. Beck

The following six principles of guidance counseling
are discussed in this paper:

Principle I - Guidance is concerned primarily and
systematically with the personal development of
the individual.

Principle II - The primary mode by which guidance is
conducted lies in individual behavioural processes.

Principle III - Guidance is oriented toward cooperation
not compulsion.

Principle IV - Humans have the capacity for self-
development.

Principle V - Guidance is based upon recognizing the
dignity and worth of individuals as well as their
right to choose.

Principle VI - Guidance is a continuous, sequential
educational process.

The author's contention is that the goals of child-
centred education and the principles of guidance counselling are
compatible and complementary. It is argued that the two concepts
are synergistic. The total effect of the efforts of child-
centred educators and of the efforts of guidance counselors is
greater than the sum of the two effects taken independently.

child-centred educator and guidance counselors engaged in a team effort when helping children. This team effort is not only productive for children but also for teachers (i.e., improved moral and an improved sense of professionalism).

Three cases are presented that illustrate several of the principles and techniques of guidance counseling. They also illustrate how child-centred educators, guidance counselors and parents can work closely and cooperatively together to help children. Presented are the cases of a 12, 10 and 3½ year old who experienced unique problems that impeded their ability to make appropriate academic, social and/or emotional adjustments while at school.

Title of the paper: Pupils - Centred Education - A
Holistic Approach

Prof. R. G. Misra

Education during the first ten to twelve years of age is crucial for subsequent development. It is the joint responsibility of the family, the school, the society and the State. Pupil-centred education has to be centred round the pupil's needs and urges and has, therefore, to be unique in terms of quantum, pace and methodology. Even in the narrow area of academic courses the child's total personality participates and, therefore, establishing a positive rapport with the child is the primary task of the teacher. For a balanced growth of the child in addition to intellectual aspects, other aspects of the child's personality in psycho-motor and affective areas also need to be attended to. For an all-rounded development of the child its physical, intellectual and emotional needs have to be catered to in an integrated manner. Recognition of the pupil as an individual with his own identity by the teacher is essential for smoothening the teaching - learning process. Teacher as an agent of change has to have a sense of commitment and an abiding love for the child. School should develop a full record of the pupil's developmental history as and when it enters the school. The existing system of education with emphasis on uniformity in attainment at the end of fixed time and predetermined common curriculum for all, leaves little scope for pupil-centred education. Meaningful education can be

provided only after knowing the level of child's readiness. Individualization of instruction is the essence of any programme of child-centred education. Education has to discharge the dual function of attending to the developmental needs of the child as also to be realisation of predetermined national objectives. The national system of education as stated in the NPE does not reflect the former function of education in operational terms. Diagnosing pupil's level of readiness and providing remedial help, wherever necessary, constitutes the very foundation of a sound instructional programme. Behaviouristic approach to learning is helpful only in situations where the tasks are simple and by and large sequential. Simulation of human programme has not been possible so far. An eclectic approach to the process of learning may be the best for ensuring effective learning in and outside the class-room. The existing scenario is highly depressing for the realisation of the goal of pupil-centred education. In the prevailing conditions, child-centred education is possible only to the extent of attending as far as possible to the needs of the child within the constraints of the existing system. Self-learning materials have to play a significant role in pupil-centred evaluation. With technological advances, it has been possible to reach pupils, teachers and parents in far-flung areas. Programmes suited to these groups have to be developed and implemented so as to ensure effective participation of all concerned in the task of educating the child.

Title of the paper: Orientation of Educational Administration and Personnel Responsible for Inspection and Supervision of Schools in the Context of Implementing Child-Centred Education in Schools.

Shri R.K.Kulshrestha

The issue of child-centred approach in education was highlighted even by the Secondary Education Commission in 1953 and Kothari Commission in 1966 in the form of diversification of courses, importance of counselling services and Activity-Oriented. But the National Policy of Education has laid great stress on this aspect. Importance of the child is felt at all levels by educational planners, administrators, teachers and even parents. It is, therefore, relevant to recall Dewey's 'Democracy in Education' which in a way suggests participatory approach in education.

The Programme of action of National Policy of Education stresses child-centred education which reflects and recognises the personality of the child who is a complete and independent entity - mind, body, emotions, friends, and family - with individual requirements, cultural, educational, social etc..

A well oriented administrator shall evolve some practical measures to implement the child-centred education. He may have

three-tier approach by way of implementing child centred education:

1. Class room and school-centred supervision strategies.
2. Administrative Policy, Planning & Assistance.
3. Liaison with other Agencies/Experts and Public and Private entrepreneurs with an emphasis on futuristic goals, specially with reference to vocationalisations of education.

Title of the paper: Criterion Referenced Testing in the
Context of Child-Centred Education:
Some statistical problems in making
instructional decisions.

Prof. R. K. Mathur

The need for developing and implementing a diverse collection of alternative educational programmes that seek to improve quality of education by individualising instruction and adopting a child-centred and activity-based process of learning has been duly emphasised in the National Policy of Education (NPE-1986) and Programme of Action (POA). (Ministry of Human Resource Development, Government of India, New Delhi). A common feature of the new learning strategies is that students should be allowed to proceed to the next instructional unit only after they have mastered the preceding ones. One of the most conspicuous properties of the evaluation programmes inherent in these individualised learning strategies is the frequency of formative testing. At several points of time, tests are involved for several purposes. Beginning of unit tests describe the entry-level behaviour of students who are about to start with an instructional unit.

This paper outlines some appropriate statistical methods that may prove of use in making instructional decisions for classifying a student as 'master' or 'non-master' in the sequence of his formative evaluations.

The discussions in this paper have centred around contributions to criterion-referenced testing in the areas of definitions and terminology, allocation of the student to mastery states from a decision-theoretic point of view, and estimation of domain score. It has been emphasised that these procedures are merely aspects of a more general philosophy that teaching and learning should be child-centred and instruction and evaluation should be individualised to cater to the different learning needs and rate of growth of individual learner. The important aspects of a child-centred approach to learning is in keeping alive our optimistic faith in all learner's capacity for excellent learning and an approach to instruction that is systematic, interactive and learner-orientation: an approach that consistently promotes students' cognitive and affective growth.

Title of the paper: "Child-Centred Education - The Place of Reinforcement"

Dr.R.K.Sharma

The author discusses the importance of reinforcement in the development of an individual. Besides, other factors, proper motivation and reinforcement are necessary for adequate achievement of the children. Basic principles of reinforcement are discussed highlighting operant conditioning and reinforcement specially as propounded by B.F. Skinner. Positive reinforcement increases the behaviour and negative reinforcement decreases the behaviour.

There are two kinds of reinforcement: primary and secondary. Primary reinforcers like food, water and sleep are effective because these are necessary for survival. Secondary reinforcers like praise and privileges are effective because of the conditioning process. A good teacher should select potential reinforcers to modify the desired behaviour. It is always better to reinforce the desirable behaviour immediately.

Reinforcement technique can help in developing the precise discriminations necessary for concept formation, in avoiding extinction of creative behaviour, in promoting positive social behaviour, attitudes and values.

There are few shortcomings of current educational practices in the use of reinforcements such as aversion stimulation, lapse of time between behaviour and reinforcement, lack of skilful programmes of serial reinforcement and too much occurrence of desired behaviour.

"To conclude, a careful and proper use of reinforcements will be helpful to handle the child effectively. An effective teacher should first decide the behaviour to be established, consider the available reinforcers, assess the responses available and make efficient scheduling of reinforcements."

Title of the paper: Psychological and other welfare services to meet the needs of disadvantaged children with special reference to first generation learners.

Dr.R.K.Saraswat

Concern with uneven and inequitable development has highlighted the issue of social disadvantage. Well known indices of disadvantage are poverty, rural residence, low caste, female sex, physical disability and parental education. Education is perceived as one of the most promising means of all evading the shortcomings and handicaps due to social disadvantage. Eradication of illiteracy is accepted as an essential goal of national development.

The need for a vivid effective renewal of our democratic commitment to educate all children both advantaged and disadvantaged to their fullest social and intellectual potential, is most felt in modern society today. Current educational reforms are attempting to meet this challenge. Among the innumerable problems that of educating the children of the uneducated the so called first generation learners deserve attention. Some investigations in this context were made in the form of a comparative study of the first generation learners and non-first generation learners. Among the important findings are the presence of significant

differences on cognitive and achievement variables in favour of the non-first generation learners thereby confirming the general impression that first generation learners are at a disadvantage regarding their cognitive abilities and achievement at schools. Some evidence of prejudices mediated by caste awareness was also available. The caste prejudices of teachers towards first generation learners have been subtly conveyed to the pupils in the form of a low level of expectation for those who were disadvantaged as regards caste, possibly in the form of neglecting or rejecting behaviour. The negative feedback may have led to the development of a negative self-concept in the caste disadvantaged children.

Indian studies on disadvantaged suggest that there is enough room for enhancing competence through experimental manipulation. Education or poverty is necessary but if not more, at least equally essential is experimental enrichment for fullest psychological growth. It has now been realised that a programme of interrelated services which combines education, health, nutrition and welfare which include parents' education can yield desired results towards the welfare of the disadvantaged child.

Title of the paper: Children's media laboratory -
A project to develop innovative
materials for child-centred education.

Prof. Rajalakshmi Murlidharan

The Plan of Action on National Policy of Education (1986), emphasizing the need for introducing child-centred education in our schools, has termed it a "long-awaited reform in the system to make education a joyful, inventive and satisfying learning activity". In order to make child-centred education a reality, the teachers need support in terms of a variety of materials/activities which they may use/undertake, keeping in view the abilities and interests of children. The UNICEF-assisted project, Children's Media Laboratory of NCERT (CML), was set up to develop or discover inexpensive, non-formal and effective media of educational and entertainment value for children of 3 to 8 years of age in conveying the information, skills and attitudes that will enhance their life opportunities. Under CML, work has been in progress since 1977 in four media: print, audio, games & toys and projected media. The CML materials revolve around young children's needs, interests, experiences and capabilities and are presented utilizing activity - approach and play-way methods. The materials have been

tried out with those groups of children from disadvantaged areas: tribal, rural and urban slum, with significant positive impact evident in the cognitive and language skill of children. The grass-root level workers.

Anganwadi workers, working in the ICDS centres have used these materials successfully after a brief, though well-planned, orientation. The paper gives information on the kinds of materials available in various media, following which, the impact study has been discussed.

Major work has been undertaken in four media

viz., print, audio, games and toys, and project aids. An

~~impact study on disadvantaged children under six years~~

of age was undertaken:

- (i) to assess the effectiveness of the frequent use of CML materials on the development of the language and cognitive skills of tribal pre-school children,
- (ii) to study the possibilities of helping the pre-school worker develop ^{an} interest in pre-school education by getting him/her acquainted with the CML materials, and thereby helping him/her to develop similar activities through using locally available materials.

Results of the pre-and post-test indicated that the experimental group had secured more in the post-tests. The goal was most noticeable in acquaintance with environment, listening comprehension and oral expression among language tests and in shape discrimination amongst cognitive tests. These results were found to be in the expected direction and speak about the need for adequately planned interaction to maximize the children's language and the main conclusions of the study were:

- (1) The workers, if oriented and encouraged adequately, are capable of bringing about changes in the language and cognitive skills of children, no matter how disadvantaged they are.
- (2) These changes are noticeable : even within a short-time span of seven to eleven weeks.
- (3) The duration of the orientation of the workers has been of only ten days. It has been possible to bring about a change in attitude and generate enthusiasm within such a short time.

Title of the Paper : Child-Centred Education: Administrative Issues

Shri R.P. Srivastava

This paper discusses some of the administrative implications of child-centred approach. It has explained child-centred education as joint responsibility of teachers and administrators wherein each learner is considered a special entity and education aims at developing his/her capacities and potential. It takes view of the learner not only as somebody to be developed in the social ways but also as a creative force and an important agent of social change.

The administrators as well as teachers have to play a very significant role in child-centred education. The role of principal is specially emphasized because he is involved at both the stages of laying down policies, as well as, their implementation. The paper also suggests a number of changes in the education system at the conceptual and organisational level.

At the conceptual level it advocates a proper conceptual frame work in which the definition of the child is in consonance with the spirit of child-centrism. The paper further emphasizes clear-cut spelling out of objectives of education which ought to be comprehensive, dealing with emotional,

moral, social, cognitive and personal aspects. The paper also stresses on defining the instructional objectives and restructuring the content accordingly.

It also proposes to introduce vicarious teaching methods and management of education in the professional ways applying the latest managerial techniques.

Provision of guidance services in the school and continuous development of the teaching personnel by participating in seminars, workshops, conferences etc. and organising various co-curricular activities for the over all development of children are true edifices of child-centred education.

Title of the paper: Child-Centred Education in Remote Disadvantaged Areas - A Micro Analysis

Dr.R.P.Singhal

Child-centred education in remote, disadvantaged areas poses a formidable challenge before the teachers, planners and administrators. It is in these areas that we need the child-centred education the most as compared to those areas where the child belongs to a well-to-do-home, has access to well equipped school and has an environment which is conducive to learning.

A micro analysis of these areas presents a very gloomy and dismal picture. In the desert districts of Rajasthan the situation is so trying that it is not only difficult to bring child to school, but it is also difficult to retain him in school. In Ladakh, in J&K, the situation is equally worse. Most schools are single teacher schools. On the top of it, there is paucity of teachers. Despite the fact that teacher-pupil ratio is low, there is hardly any teaching-learning. In Koraput district of Orissa, where more than half the population consists of tribals, there is practically no marriage of the curriculum with tribal culture and the way of living. If the curriculum is divorced from the day-to-day life of the children, one can imagine what would be the result. Whether it is Sikkim or Arunachal Pradesh, or whether it is the backward

tribal region of Andhra Pradesh or Dadra and Nagar Haveli, or whether they are the high ranges of Uttar Pradesh, the situation is practically the same.

Most schools in such areas are small. The low teacher-pupil ratio that normally exists in these areas does not provide any evidence of individualised attention to children by the teachers. Studies have shown that unless proper teaching techniques are adopted by teachers, things would not improve. What is required is strong pupil involvement in learning activities and relating learning to day-to-day life. Teachers have to serve as facilitators and pay special attention to the weak and the disadvantaged. The handicapped home to which the children belong has to be compensated by the skills and dedication of the teachers. Use of teaching aids, inculcation of the habit of reading library books, newspapers and magazines and providing enrichment programmes for the talented are some of the measures which would stand in goodstead.

The isolated, disadvantaged areas suffer not only from the lack of good teachers, they also have to face the non-availability of text books on time as the books reach them often quite late in the session. Besides, the instructional material is not suitable to their need.

It has to be recognised beyond doubt that more the education is child-centred, more share will be the development of the child from the point of view of quality, efficiency and relevance. Moreover, it is a holistic concept and an integrated approach that is called for.

Title of the paper: Reorientation of Cognitive Learning
Process of the Disadvantaged Children
in Early Years

Prof. R.Rath

In the schools of rural tribal and urban slum areas the educationally backward children do pose serious teaching, learning problems. In addition to economic and certain social factors, cognitive deficiency and defective psychological approach seem to be a single major cause for their educational stagnation and backwardness. Recent research both here and abroad have succeeded in identifying some of these deficiencies. Innovative, cognitive teaching-learning programmes have to be evolved for tackling this problem with a view to bring these children up to the main stream.

I. Pre-School Education

The major deficiencies in perceptual and verbal learning have to be removed in pre-school learning situation before the children enter the regular school. With the help of various processes of reinforcement, perceptual training, behavioural operations, discriminatory forms of recognition, etc, a child's verbal skills can be considerably developed. This in turn would stimulate his intellectual growth. In short, stimulus deprivation being one of the important causes of socio-cultural deprivation

and as it is not possible to provide this at home, all possible measures have to be taken to provide rich and complex stimulating environment in the pre-school situation for these children long before any formal education is imparted in the existing primary schools. Attempts should be made in such a way that the disadvantaged child develops a cognitive background with deep impressions of various concepts and their complex perceptual associations comparable to that of the advantaged child. In other words, the pre-school compensatory education should be programmed for internalising this basic minimum in the disadvantaged.

2. Special Compensatory Programme

The objective of pre-school education is to equip the disadvantaged children with an enriched cognitive background comparable to that of other advantaged children. This will enable them to come to the school with a marked self-confidence. But when they go through the teaching-learning processes in the class room situation, due to various other reasons some of these children may not be able to cope with the on-going progress of the classroom teaching. Such children have to be picked up along with other upper class children who may also be in the same position like the disadvantaged children and all of them

have to be given additional coaching in the subject in which they fall behind in the class. Teachers with specialised training to tackle the subject wise backward children should take up the responsibilities of making them up-to-date in their weak subjects. Disadvantaged children need greater help especially in the subject like language and arithmetic. They need the maximum help in language training.

3. Motivational Reinforcement

Starving or semistarving children are not likely to concentrate on any cognitive learning. Vigilance or any kind of serious perceptual attention is not possible without satisfying the basic biological need like hunger. So full mid-day meals are essential for these children in the schools. In addition to the satisfaction of biological needs their need for affiliation to the other group representing the elite and advantaged has to be tackled with proper understanding. This implies reorientation of old attitudinal and perceptual sets and stereotypes of teachers and parents. The sense of hostility and disaffiliation of the disadvantaged has to be changed through proper handling and care. In other words parents and teacher training should be an integral part of the total new educational programme for the disadvantaged.

Title of the paper: Child Centred Education - The
Contemporary Indian Background

Prof. Suresh Chandra Shukla

1. The recent renewed interest in child-centred education calls for an understanding of the country's experience in this regard in the last fifty years or so. The stifling influence of bookishness, authoritarianism in classroom and the domination of external examination; particularly under imperial rule when British domination, alien experiences and culture and lack of freedom of expression and dignity aroused many lines of alternative interest and activity in education. Object lessons, activity lessons, nature study, gardening, manual training etc which emphasised concreteness and activity had been advocated by even the more enlightened British administrators. However, interest in Montessori and Froebel's ideas and methods, particularly among urban middle and upper middle classes, was the first major form of child-centred education, mainly in the cities. It was combined, however, not only with social exclusiveness but with the use of English and not the mother tongue - a very important denial of the child's natural experiences.

2. Pioneering indigenous educators like Gijubhai Bhadeka in Gujrat attempted to develop genuine child-centred education for popular masses. This, however, remained a limited

regional phenomenon. A much larger spread of private schools, a hybrid between kindergarten-Montessori methods and preparatory pre-primary education run by private managers and teachers, often at high fees and for private profit, also came about. Much of this was not really very child-centred.

3. When Gandhiji, as part of his programme for reconstruction of society, convened the National Education Conference at Wardha in 1936, he attracted many idealist educators as well e.g. Dr. Zakir Hussain who at Jamia Millia had attempted to combine the project method ideas on Dewey's lines (following the Christian mission's work at Moga) with his understanding of work-schools of Germany which Kerchensteiner had pioneered in 1920's. The Basic Education scheme which resulted was an eclectic mix of three different streams at least. The ideal of the sarvodaya reconstruction of society based on manual work for all was only one of these. Activity methods which liberated the child from mere words was the broad umbrella which united varied educational strands such as the humanist, culture-oriented Saiyidain as well as the more rugged Gandhians like Ramachandran and Aryanayakam. All of this was child-centred only to the extent that it was freedom from external imposition from books and through mere words-in-favour of activity and initiative, hopefully child-centred, a point which we shall take up presently. The

most effective argument which supported Basic Education was the practical (but as it turned out, illusory) advantage that the product of school childrens' work would pay for much of education, including teachers' salaries, which gave hope to Congress "Prime Ministers" of provinces that they would be able to meet the national target of universalisation of elementary education economically (and whose optimistic arithmetic led the Kher Committee to expect universalisation within 10 years, an idea then put into the Constitution).

4. In attempting Basic Education as India's version of progressive education, freeing the child from the tyranny of books, words and the teacher, India's first major venture into a possible child-centred education was launched. It had to be work-based as the bulk of India's children live in families and environments where work, even for the family's living, is an imperative for the majority of children. It failed to take root as the formal education system essentially was and unfortunately still is for children on whom such an imperative is not imposed. The effort to promulgate work-oriented Basic Education in some, mainly rural sectors of school education was thus seen as an attempt to provide unequal education ("Basic Education is good education for the other man's child") and was rightly resisted including in its most undemocratic Rajagopalachari Parulekar version. However, in its short two-decade career,

Basic Education brought about important conceptual and practical advances. The use of colour and local materials on a large scale, freedom to do and draw as you like, group activity, singing-all individually important components in the practice of any good education and of child-centred education-became much more widespread in the general system of elementary education than before.

5. The fundamental conceptual (theoretical) and practical problems of the idea of child-centred education, however, remain-even independently of the experience of Basic Education. A child is not only developing from within but in a culture. Not only do his/her capacities and inclinations develop, they do so against the background or both past traditional and contemporary modern goals sets of valued skills and practices. The cultural past and present of a society as well as the preferred future goals of a whole society, of its different-even conflicting-segments superimpose themselves on both method and substance of education. Child-centredness is, therefore, essentially a method of instruction and selection and organisation of the curriculum of which the substance have to be found largely elsewhere viz in past traditions and goals for the future. Strident and extreme statements on child-centred education as a programme are relevant only in as much they help to liberate from the tyranny of the book, the adult and the word and to move in the direction of things, action and childrens' initiative not as an entire and comprehensive statement on education.

6. Current emphasis on child-centred education must be viewed in a similar manner. In fact, too loud an emphasis on child-centredness could intentionally or otherwise well help to obscure some other important and pervasive dominating and not at all child centred influences such as the media (TV etc), new technology (computers) and old and new cultural influences (religious-Hindu or Muslim-modern western or other.) It is best to state and explicitly recognise the possibilities as well as the limits of the child-centred movement, even as we need to emphasise the urgent and predominant necessity of liberating the classroom and the child from the tyranny of the adult, the word and the invisible external examination in the methods and content of learning.

Title of the paper: Towards Education for Nurturing
Creative Potential among Children

Dr. (Mrs.) Sushma Gulati

The author has stressed that ample opportunities should be provided to help children develop their creative potentialities. It is necessary to help each child develop some general abilities and skills such as divergent and independent thinking, originality, imagination, curiosity, flexibility, courage to ask question, problem-solving skills, etc. right from the early stages of schooling to enable the child to meet the future problems of life creatively and inventively. School is the only place where an organised effort can be made to nurture the basic foundations, the abilities, the skills and motivations necessary for creative achievement in life.

Teachers, more than anyone else in school setting, can nurture creative potentialities of children in their day-to-day interaction and teaching in the usual class-room situation. There are a variety of teaching-learning techniques, skills, materials, class-room conditions, attitudes, relationship with children which can be used to aid the expression and stimulation of creativity. Need has been felt to upgrade teachers' knowledge to bring them abreast of new findings in class-room practices to develop creative thinking in children.

The question of providing education for developing creative potential among children, in fact, relates to the re-assessment of our values and re-appraisal of the goals of education and ends of the educational process.

Under the Child-Centred approach to education a significant re-orientation to the very approach to education is taking place. There can be tremendous possibilities for teachers to create conducive conditions for the gestalt development of creativity. Creativity-oriented approach is at the very root of the child-centred approach to education and in fact implicit in it. It can provide us the kind of education which will nurture creative potentialities among children, indeed among all children.

Title of the Paper: Child-Centred Education - General Considerations

Prof. S.K.Mitra

This is not the first time that child-centred education is being emphasised. In the history of education, we find that it had received attention much earlier, particularly in the Western countries. In the last report of reforming elementary education, including pre-school education, in Great Britain, child-centred education had received a good deal of attention and emphasis. However, in the Indian system of education we had paid attention to other things, but not so much to the child per se. We can say that, in a sense, all education is child-centred, but unfortunately the child was taken for granted and was not the focus of attention.

The question then arises what is meant by child-centred education. If the child has always been in the picture whether it is a school building, furniture, equipment, textbook, teacher, curriculum, evaluation and so on, then what else is involved in child-centred education. We have to make it clear to ourselves whether there is anything new in the concept of child-centred education, or is it only another name for what has been going on for quite some time now.

Thus, for example, we have known much more about the language development of the child than what we knew earlier.

We can argue that an implication of such a situation means development of alternative educational system, appropriate for the rural child, which should aim at, later on, merging into the same system of education as the urban child, by developing the kind of language competency which is necessary, in order to develop the abilities to comprehend, analyse, synthesize, appreciate and evaluate, whatever educational materials and other experiences to which the child is exposed.

In education, therefore, if it means more expenditure, the funds will have to be found.

The word 'child' in child-centred education, helps in delimiting the scope of discussion. Child-centred education covers the period of early childhood education and primary education. By and large one can see that there is a lop-sided emphasis in early childhood education and primary education, both, on textbooks and memorization.

Although, the Education Commission recommended the play-way method in the first two years of primary education, there is hardly any play worth the name. It is a matter of drill, whether it is reading or writing or arithmetic. We see plenty of stereo-typed pictures of such schools in the film, which are shown from time to time.

John Dewey, towards the beginning of the century engaged himself in a very powerful criticism, expressed through many of his writings, speeches and so on, against the American system of that time, and emphasised activity method, which is in keeping with the age of the children. Any student of History of Education knows the Project Method that was introduced, the Dalton plan, the Winnetka plan and such other varieties of methods of breaking-down the classical approach of treating the child as a miniature adult or adolescent.

It requires individualisation of approach so that one has to study each child carefully; keep observations, over a period of time duly recorded; study the growth and development in sensory-motor areas; intellectual area, emotional area; social area, language area, and so on. The rate of development in these various areas are not the same, and there are individual differences even within the same area. It is noticeable that some children tend to avoid the quantitative aspect of arithmetical work.

You cannot make education child-centred unless there is proper space, time, physical equipment, teacher preparation, adequate arrangements for play, toys, facilities for making things with one's own hand, and so on. A large portion of the children who drop out, in the first three years of primary education, do so, because education is hardly inspiring.

There are various things, one can talk about when one thinks of flexibility in curriculum, lesson plan, books and other instructional materials, instructional methods and learning strategy, etc. in order to make education really and genuinely child-centred.

Title of the paper: **Nurturing Affective Inputs of Pupil's
Personality-Implications for Teachers**

Dr. (Mrs.) Swadesh Mohan

The last few decades of educational theory and practice the world over, seem to have over-thrown all humanistic concerns and have undervalued the role of "affective domain", primarily to keep pace with the trends in "knowledge explosion", and secondarily, because of problems in transacting affective curriculum. The almost universally cherished educational goal, on the other hand, of producing personally sound and functionally effective personalities, requires cultivation of inner emotional processes and socially adept behaviours as much as intellectually toned learning. Moreover, affective attributes, such as interest and motivation, if associated with cognitive learning outcomes and success experiences, result in intensifying the interest, application and involvement of the learner towards cognitive activity. Interdependence between the two domains becomes apparent when one finds that both are instrumental in facilitating or disrupting the achievement level, both serve as moderators variables in determining differential reactions of the learner to various aspects of instruction like pedagogy, content etc. and both can be framed as expected learning outcomes. In addition, the

unintended side effects generally labelled as 'hidden curriculum', 'implicit education' etc., are generally the result of any educational inputs. The affective outcomes of education are, thus, not only an end in themselves but also serve as motivational means to class room learning, if coupled with such reinforcement contingencies as provision of congenial surroundings, warmth in communication, freedom to learn, and conditions conducive to learner's inculcation of a personally satisfying and socially desirable set of values.

Literature in affective domain covering at least a century by now is replete with theoretically sound and empirically validated strategies and procedures for infusing among pupils a spirit of learning and discovery of self, and of striving to realize one's inherent cognitive and affective potential. Educationists like Tagore in India and Dewey in the West have propounded humanistic ideologies, which if adopted, can result in acculturated, self sufficient and fully blossomed citizens of democratic societies.

Later thinkers like Carl Rogers's, Piaget, Kohlberg, Raths et al, Loevinger and Krathwohl et al have been concerned with designing rationally and logically evoked strategies, which if adopted by teachers in and outside

classroom, will help the pupil unfold himself, and realize his inherent affective resources. These basic concerns have touched the very heart of child-centred education, specially in school settings. It remains, however for the school personnel including the teacher to imbibe the basic concerns regarding affective domain in the curricula and the teaching practice.

Title of the paper: Curriculum and Child-Centred Education

Prof: S.Narayana Rao

The thrusts of the National Policy on Education (NPE)- universalization and vocationalization of education can be pursued with some amount of success if the educational programmes are child-centred. The shift of emphasis to the child was characterized as "Copernican Revolution" in education. Child-centred education has become a slogan. However, it provoked a critical, even hostile reaction from some educationists such that, they view child-centred approach as the source of most of the ills of society. Some stress the dangers of exclusive emphasis upon the child leading to sentimentalizing childhood and to undesirable prolonging and delaying the growing up of the child.

There is the danger of not giving sufficient thought to the curriculum. Granted that we need to teach "children" and not "subjects" the important question: "What should we teach"? remains unanswered. One cannot possibly say that the children are just "taught". They need to be taught something concrete. Hence curriculum assumes importance. This does not mean that the pupil is relegated to the background. The developmental or spiral conception of school curriculum resolves to a large extent the problem of child versus curriculum. Yet, to Brunerize the curriculum would mean moving the educational centre of gravity away

from the learner. Most educationists view the frequent cause of failure among the pupils to be the courses the children are required to learn. In most unsuccessful courses much of the material is put without consideration of the needs of the pupils and the question of relevance. Teaching ought to achieve the goal of the "whole man" which stresses the experience of the whole. That learning experiences ought to be integrated cannot be disputed. However, the curriculum that tries to hang together subjects such as music, mathematics, literature, etc., would not only be irrelevant but miseducative. There is further danger of adopting "regional study" approach as an integrated approach which could develop into cultural parochialism. The regional approach would throw up an unbalanced education and may lead to perpetuation of cultural poverty. Learner-centred education takes skill and knowledge of the pupils into account, helps overcome pupils personal impediments - psychological and social. Teachers' attention will be focused upon the learner even if they (teachers) were to hold scholastic values upper most. The need for recognizing the learner's autonomy as a person is a vital point that helps the learner to seek his own education based on the life as he sees it.

The controversy between child-centred and integrated approach defies easy solution. Therefore, the teachers

ultimately have to take the initiative to promote spontaneous learning that suits learner's best interests. Guidance and direction is necessary to forestall the danger of reinforcing cultural deprivation by discouraging them from adopting unrealistic goals which may result in frustrating failures and dampening of the pupils' enthusiasm to learn.

The learning situation is essentially triadic in nature involving the pupil, the teacher and the curriculum. This is unfortunately ignored owing to the propensity of educationists to erect educational dualism resulting in inevitable dilemmas. The principle of rhythm helps to escape from false dichotomies such that there can be educational progress.

Title of the paper: Teacher education for child-centred education.

Dr.S.P.Anand

Education is inherently a child-centred system. Logically, it becomes very essential to process it to its logical ends only by child-centred approach.

To give up the prevailing authority-centred system of education and to embark upon child-centred structure of education, is to bring about a revolution in education. It is to usher in an era of changed and improved education.

Child-centred education revolves around the learner. It emanates from the learners (children) to conclude its finale in children. Child-centred approach ensures the development of child as individually satisfying and socially useful individual.

Teacher education occupies a seat of fundamental importance in a system of education. For an effective introduction of any change or to bring about a reform in education, it must flow from the auspices of teacher education. The entire programme of teacher education needs to be renovated and rebuilt to rise to the occasion.

Teacher education needs to be broadened and widened in its scope and perspectives. Teacher educators should be made more responsible to the process of education. In our scheme of things to effectively introduce child-centred approach in education, teacher educators' specialisation and expertise should be availed of in all its steps.

Teacher educators should be actively involved in the construction of child-centred curriculum - the page setter in the beginning of child-centred education. All the more they are expected to be the men of faith and conviction in child-centred approach in education. Teacher educators for their effectively working for child-centred approach need be expected to have working experience to educate the children through the same approach. In theory and practice, they should be able to deliver the message of child-centred education to the pupil teachers. In their styles of taking theory classes, child-centred approach should find its justification for practice in schools.

It is always better to have motivated persons to listen to something which is thought to be essential to be conveyed to them. The message of teacher educators should not go unheard in full readiness and with a sincerity of purpose. The recruitment procedure

needs to be carefully planned to ensure such motivated teacher trainees in teacher training institutions.

In the scheme of selection of pupil teachers in the schools and college of education, we are required to keep a balanced view of personal-personality aspects as well as academic record of aspirant trainees. Academically good persons found to be fit for admission to teacher training programme, need essentially be ensured for their healthy attitude towards children a favourable attitude towards teaching profession and for a sound aptitude for teaching children in schools.

Child-centred approach rests upon a thorough understanding of children on the part of their teachers. Prospective and practising teachers should be given the best of working knowledge by teacher education to understand each and every child in their real perspective. The concept of inter-intra individual differences has to be brought home to the pupil teachers. The contours of mental, social, physical and emotional development of children must be well explained to the teachers.

Teacher education should accept the responsibility of providing leadership role in establishing child-centred education and initiating child-centred approach in teaching the children for their allround growth and development.

Title of the paper: Application of Behaviour Modification
Techniques in Elementary School/Class -
Room Settings -- An Experiment

Dr.S.P.Sinha

Child-centred and activity-based process of learning have been very much emphasized in the National Policy of Education (1986). Behavioural models of learning and instruction have their origin in the classical conditioning experiments of Pavlov, the work of Thorndike on Reward learning and Studies of Watson and his associates, who applied Pavlovian principles to the psychological disorders of human beings.

The application of experimentally established psychological principles to the altering of responses is called behaviour modification. It is concerned with the variables that are currently maintaining the subject's behaviour and these behaviours can be altered.

Darwin Dorr, a noted behaviour modifier points to the evidence that some form of emotional behaviour maladjustment exists between 30% to 70% of the school children and these problems may continue to adulthood if not treated or corrected in the early years.

The elementary teachers have a key role in forming and shaping the behaviour of the children. Teachers and teacher-educators do not work as stimulator and also they know little about stimulations and responses. Poor achievement, wastage and stagnation of elementary school children are due to the fact that teachers are quite unaware of the scientific techniques of behaviour management of the classroom situations.

These short-comings can be overcome by orienting elementary school teachers in the principles and techniques of behaviour modification to classroom management which will make the teaching learning situations more effective and motivating.

For the purpose of wholesome development of youngsters, an orientation programme in the techniques of behaviour modification has been undertaken by DEPC&G, NCERT with the sole objective "to train elementary teacher educators as resource persons at the state level who may organize training courses for elementary school teachers in the application of behaviour modification techniques in their respective command areas."

Participants have been introduced to a variety of learning experiences through theory lectures and imparted expensive training in the following aspects of behaviour modification techniques:

(A) Accelerating desirable behaviours:

The common techniques applied in behaviour modification interventions for increasing desired behaviour are (i) Contingency management (ii) Contingency contracting (iii) Token economy (iv) Shapping (v) Modeling.

(B) Decelerating undesirable behaviours:

There are three basic ways of decreasing the frequency of undesired behaviours . (i) Extinction (ii) Punishment (iii) Time out.

(C) Principle of Counter-Conditioning:

In this responses are substituted so that maladaptive ones are inhibited by adapting ones.

In their evaluation sheets which are provided to them to be filled in at the end of the course, they have given positive comments about programmes conducted by this Department from time to time.

Participants of many states have taken initiative in this direction and they have reported that this kind of orientation in the principles and techniques of behaviour modification relating to classroom management have made teaching-learning situations more effective and motivating for students.

To help the teacher and teacher-educators a final draft of a "manual on behaviour modification techniques at elementary level" is ready, and the printing work of this will be undertaken after the final approval of the Editorial Board for its wide circulation among elementary teachers, which will serve as ready-reckoner for these group of teachers.

The elementary teachers have a key role in forming and shaping the school and later behaviour of the children. It is also a fact that poor achievements of elementary school children are by and large due to the reason that teachers are quite unaware of the scientific techniques of behaviour management of the school and classroom situations. Hence, a great need was felt to orient elementary teacher educators in the techniques of behaviour modification. These trained teacher educators will act as key persons and will organise such courses to orient-principles and techniques of behaviour modification for the elementary teachers in their respective command areas. In fact, when these teachers will apply these principles and techniques in the management of the children in the class-room situations, it will make teaching-learning situations more effective and children will certainly achieve better.

The behaviour modification techniques which are based on the principle of learning, specially on operant and classical conditioning are essentially child-centred.

Title of the paper: Concept and Feasibility of Child-Centred Education

Prof.(Mrs) Sneh Shukla

The desirability of education to be child-centred has been long recognised. Some of the earliest proponents of the idea have been Rousseau & Froebel. Ancient Indian System of education can also be said to be learner-centred. But it was elitist. In modern times John Dewey, Mahatama Gandhi and some others have emphasised the need for experience based education, which, apart from rendering learning more meaningful, should provide opportunities for children and the guiding adults to discover their (children's) interests and potential. But the Basic Education was tried out and given up; it is said that some of its desirable elements have been retained in present day curricula.

Studying the movement of child-centred education, two points are noticeable. Firstly, the reference is generally to the younger age group, at time only to primary school children. Secondly, activity based education and child-centred education are often considered synonymous. It is likely that the former being equally desirable for the young learner, the two are talked in the same breath. It is also noticeable that the methods and the process part are discussed most frequently with reference to child.

centred education and not the aims or objectives of such a system of education. Is the concept of child-centred education relevant only for the younger age group? Can we assume that the grown up learner (the student) is free in Indian system of education to pursue his own interests ?

Can the young learner be left free to pursue his own interests ? Every society has a vision of its future, even if that is not very clear at times.. It directs its children towards that goal. If the goals are perceived for a large group of future members collectively, a lot of room would be available to accomodate individual preferences. It would, though upset the position and the preferences, of small unit i.e. the family. The learner, especially, the younger one, is too inexperienced to decide for himself. Some guidance by the experienced and perceptive adults is necessary. Equally important are the large set of experiences to which the children must be exposed. We are all too familiar with the young child's desire to become a postman; a traffic policeman or a bus driver as these are the people (roles) he notices in the early years of his life. Avenues to future learning and coping up with life in the fast changing world have to be ensured. Within an arranged environment the child needs to be given wide freedom of choice. The learning environment need to be continuously rearranged under the watchful care of perceptive adults.

The adults who have the responsibility of discovering children's interests and guiding their learning are the parents and the teachers. At present, in our country, a majority of parents, given their education, experiences as children and present struggle for existence are not in a position to help. The teachers are a little better than the parents. They have some understanding of the growth of the young and appreciation of provision of stimuli for optimum growth but it is not emphasised as much in their teacher education programme as 'methods' of teaching various subjects. Moreover, they lack facilities of space and materials to help children explore and learn. The system of examinations and finally the external examinations curb any insight and enthusiasm as the teachers may have for optimum growth of the children. Because of the scarcity of jobs and their close link with certificates earned through external examinations, the parents put pressure on the schools to manage high achievement rather than education.

What then is the fate of child-centred education in Indian Schools ? The parents are not interested; the teachers are not educated to facilitate it. The schools do not have the facilities to provide it and the society does not provide opportunities for growth that it cannot comprehend within known parameters of success.

Title of the paper: Developing instructional strategies to reduce cases of non-enrolled, non-attending and drop-out children and to make education more meaningful.

Dr.Saroj Srivastava

It is essential that the citizens of India must attain some minimum standard of education if India wants to develop politically, socially and economically. Realising the importance of education for the development of the country the framers of the Indian constitution have made it obligatory on the part of the states/centre to provide free, compulsory and universal education upto the age of 14 within a period of ten years after its adoption in 1950.

From the available statistics, it seems that we are still far from the goal of providing free compulsory and universal education to all children in the age group of 6-14 years. Even the efforts to cover the children in the age group of 6-11 years have not met with sufficient success. In order to quantify exact position in Punjab with special reference to Ferozepur a survey with the financial assistance of Planning Commission, Govt. of India was taken up as a pilot study because the story is almost same everywhere with minor variations.

Crisis Points:

Having discussed the causes of non-enrolled, non-attending and drop-out children the question arises what are the crisis points through which one can analyse the problem for finding the probable solutions:-

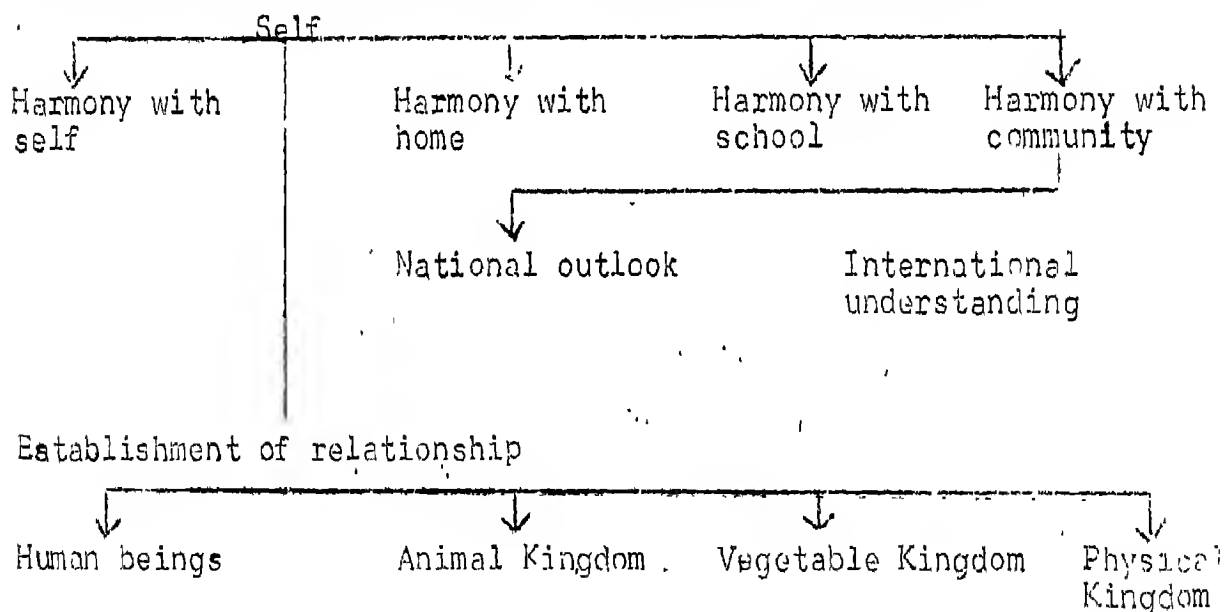
- a) Lack of awareness on the part of the parents about the importance and utility of education in one's life.
- b) Socio-economic status of the parents is another crisis point as it has been found that parents having low income, illiterate and having skilled jobs have untoward attitude towards the education of the children.
- c) Education needs to be related to the real-life situations. Immediate utility cannot be foreseen by the parents for the formal education system.
- d) Uncongenial atmosphere of the school such as unsympathetic attitude of teachers, rigid curriculum, stereotyped teaching, create apathy among children for education.
- e) Education is not related to employment.
- f) Education creates elitist mentality.

Creating awareness

The investigation revealed that the crisis has emerged mainly because of the lack of awareness on the part of the parents with regard to utility of education. Crisis of awareness is created because of the lack of communication. Parents do not find themselves in a position to perceive things in right perspective and do not make dynamic adjustments with the fast changing society. Distant education, use of multi-media and television, video cassettes, film, filmstrips, radio, tape-recorder, posters, models, non-formal centres of education, adult centres can prove to be powerful source of re-educating the community in this regards.

In fact awareness and adjustment go together, when an individual is conscious of the need of some knowledge or wisdom, he/she automatically develops a favourable attitude towards learning and getting himself adjusted to changed environment. This awareness and adjustment are required at all the four levels, i.e., self, home, school and community.

Adjustment Model for developing harmony at various level:



Right perception of relationship at all levels is sine qua non of making instructional strategies more meaningful. A new ethics need to be evolved to educate children in right perspective.

Title of the paper: Education for Life

Mrs. Tara Ali Beg

If in the years since Independence, education has not been child-centred, one might ask, on what was it centred ? Satisfying parents may be one answer or perhaps satisfying teachers or policy makers with a vision of an utopian India is another. But it is children who have to be educated, and the child's potential realised. In 1986 a New Policy of Education was drafted. There was the old one of 1968 in which the very first clause stated that the objective of education is "to promote national progress, a sense of common citizenship and culture and strengthening national integration".

Now there is a stress on equality. Equality as we well know, is simply absent in the value systems of a caste structured society like ours

One of the greatest losses to the country has been the lowered status of the village teacher. In ancient times the teacher was a revered figure in a community, and learning was respected.

While it is easy enough to spell out the steps needed to make education either child-centred or a means of promoting the urgent disciplines needed to create high calibre manpower resources in the country, the major hurdle we face is the teacher.

Child-oriented education means one in which the teacher doesn't "teach" so much as stimulate the child's mind by new methods of teaching. However, there are two blocks to this in both parents and teachers. The average parent looks upon education as preparation for a job. Hence, the demand that numbers and reading be imparted even to children in nursery schools and balwadis. The pressure on the child at home is to work hard and pass examinations. As for the teacher, it is easier to do something by rote than to innovate stimulating learning processes. The "madrassa" style intoning of meaningless sentences also has the sanction of our age-old habit of sitting at the feet of the guru.

Most children respond more energetically to action programmes than to learning ones. We talk incessantly about the work ethic, but it does not exist in our cultural system. Hence physical work is relegated to lower castes, women and children in the labour force, creating an automatic denigration of physical work. This may well explain why compulsory primary education has not been achieved since Independence; why poverty continues where it always existed and drop-outs make a mockery of the huge financial investment made by the State in education.

Education today must have three essential components introduced into the system with a ruthless thoroughness if we are to have a nation of worth-while productive citizens, and not a chaotic, unliveable state.

The first is discipline. The second is concern for others, the third cultivating the habit of working with one's hands. These three elements will function if they are HABITS. They will not happen unless from early childhood it does not become an integral part of personality.

Every school in the district could have a small laboratory for water testing as a service to the community. Children can be involved in such work alongwith brick lining drains in a village and improved sanitation around tanks and wells. Such action programmes involving schools could also make a school a community center after school hours, with well thought out programmes and a TV set for which the children could be made responsible. It could supply a much-needed social centre in our caste layered, exclusive villages. The TV set and the phenomenon of the 'Ramayana' shows that this media can bridge differences and bring people together. We cannot create unity by quoting Gandhiji or the Gurus. Preaching must not be a part of education to impart moral values.

Let us start by assessing the home environment of the average child. In the disparate layers of family life in towns and cities, the focus is generally on status of the male, duties of the female, sacrifice as a noble objective, religious observation as duty, as well as a desirable norm.

What then is the role model for the average child brought up for the most part with patterned ambivalence ? With indulgence in the early years, especially of the male child, habits of cleanliness, good manners and care of others is neglected.

Title of the paper: Education for the socially deprived and socially handicapped children.

Prof. T. E. Shanmugam

The socially deprived form about 17 percent and socially handicapped about 1 percent of the population of India. Problem of education of children from these classes of people bristles with difficulties. But they are not unsurmountable. The enrolment of these children in class I is proportionate to their population, but the dropout rate after class V is fairly high.

In this paper the nature of the socially deprived and socially handicapped section of the population is explained. Applying Piaget's Stimulus deprivation theory and Hebb and Hent's Principle of Incongruity- dissonance, how the environment of these classes of people cause deficits in cognitive, emotional and motivational aspects of these children, is explained. Several suggestions for overcoming the deficits mentioned above and for development of cognitive, emotional and motivational aspects are made. In this regard the importance of compensatory education in the same school set up, structuring the syllabi with bias towards certain vocations and setting up hobby centres on the model of

Pioneer palace and Pioneer Houses in U.S.S.R. are suggested.

Before actually implementing western models, intense research in the context of child-centred education is emphasized. Some of the tests widely used in this country, for example, Standard Progressive Matrices, Creative tests modelled after Guilford and Wallach and Kagan, have to be reassessed in the Indian context, before they are used in the child-centred educational programmes.

Title of the paper: Child Centred Education: Is It Feasible?

Dr. T.N. Dhar

Child-centred education must be organised in relation to the uniqueness of each individual child and his/her distinct developmental needs. No education system would find it possible to do so. Even the cafeteria approach to the provision of instructional activities, characteristics of some countries with plentiful resources does not take care of individual differences. Child-centred education is not only a question of the lack of resources. More important is the difficulty to design specific programmes to meet the specific needs of individual children.

In the Indian context, even a modest programme of education which can take care of the needs of distinct groups, much less of an individual child, is not feasible. Even for the so-called "average" child which is the concern of the school, the education system finds it difficult to organise a meaningful and relevant programme. Many constraints operate.

Child-centred education requires a high degree of flexibility in content and format of education. Perhaps the more important dimension is the preparation of a teacher to cope with almost an "anarchic" situation where there is no prescription of educational tasks.

Instead of talking of child-centred education, it might be worth-while to consider the implementation of a fairly largesized pilot project for the provision of education relevant to the needs of a distinct group/community. It is also contended that even with such a pilot project, it would be difficult to be certain whether relevant education has been provided.

Title of the paper: Child Centred Education - A Journalist's Point of View

Sri T.Rajagopalan

All education in the formal sense and in the early years of a person's life must necessarily be child centred. This implies that the needs of the child must be taken care of-need in the broadest connotation including the psychological, emotional, physical and health. For a full development of the child, no doubt, the home provides the base and substance. The home environment shapes the way the child will grow - this applies with greater force to the intellectual than to the physical growth. The school years further add strength to this foundation and only in the later years of schooling and higher education the edifice is made possible.

As a journalist I have been struck by the amazing variety of educational systems the country has. This is rivalled only by the astonishing variations in the educational standards obtaining at different places in the country. While a dull uniformity leads to monotony, a wide divergence is equally bad - it spells chaos. The way a child is treated at home and in the school deserves special attention and here also one finds an assortment of situations.

Why should not our schools provide a counselling service to the pupils ? Even if it is on an informal plane, this facility will make the pupils feel that they belong to the

society and to nation. Often, comes across instances where a child's preferences are just ignored. Even while a pupil has to make a choice about taking up arts or science subjects counselling and guidance are not available. The children have to bank upon the advice given by a variety of ill-informed people invariably.

What makes the situation indeed pathetic is the paucity of dedicated teachers who can make their pupils turn to them for advice. One factor which militates against individual attention to pupils is the enormous growth in the student population in the country and the heavily overcrowded classrooms everywhere. But there must be a way out - some system of assigning pupils to selected teachers who have a concern for the young scholars

In many places, periodical communications to the parents guardians, euphemistically called 'Progress Reports', are practically dispensed with while the progress reports used to attract derisive comments from some teachers, parents at least got to know how their wards fared in the scholastic sphere. Even in the schools where the practice continues, progress reports have changed in their format with grades instead of marks figuring against the several subjects.

It is in the realm of physical education that the child is left high and dry. Often, the physical instructors have

no patience to identify the talented pupils and initiate them into the game suited for them. Identifying able sportsmen in the early years calls for much perseverance and skill. Moulding the youngsters to greater endeavours in the sports and games arena must receive top priority in education.

A daunting problem that has been defying solution for decades is that of school drop-outs. Several incentives have been offered to the children and parents, mostly by way of free mid-day meals and free uniform. Even adjusting the school vacation time to suit the harvesting season has been tried in a few States like Karnataka. These, however, have not produced anything more than a marginal effect. Ultimately, releasing the parents from a condition of dependence on children for extra earnings is the remedy.

This brings us to the issue of child labour. Where the children work in factories and organised work places, the law can intervene. How effectively the government can tackle child labour at home or farm is a moot question.

The concept of punishment of pupils for their misdeeds has also undergone a change. A remarkable progress over the last few years in this area can be noticed even by a casual observer. Gone are the days of belief in the dictum 'Spare the rod and spoil the child' to which the majority of schools and teachers used to subscribe. The emotional side of the children is getting attention nowadays and corporal punishment is regarded now as uncivilised. A good blending of tact, understanding and firmness in dealing with intractable and wayward pupils yields better results.

Two schools of thought have been trying to grapple with the issue relating to the study load on school pupils. Today's children are very intelligent and they could well manage the syllabi even if it is of high standard, according to one school. This believes that the children must be given an overdose of academic work so that their mental processes become fully geared to tackle any intellectual problem.

The other school contends that children upto the age of 14 must be left with more free time so that enough attention to leisure time activities (sports, games, hobbies etc.) could be devoted. This is sound psychology and a reduction in the study load is necessary, this school believes. Here also, a suitable mix of academic load and recreation must be ensured if there is to be a balanced development of the child. This is a vital part of the agenda for child centred education. Ultimately, it is the full blossoming of the talents a child possesses that will make available to the nation an ideal citizen.

What is the place of home work at different stages of education? This is a matter of great importance since many parents are affected. Often it is the parents who have to cope with the home work of their children with not too pleasant results. The thinking in some advanced countries is against giving too much home work for children.

Another crucial matter for consideration is the place of modern technology in education - While Educational television (ETV) has admittedly made impressive strides in other parts of the world, India is yet to make ETV an integral part of education. How much exposure to ETV is healthy for a child? A pragmatic approach is called for in this matter as well.

With all this talk about paucity of funds, ETV can not obviously reach many rural areas and for a few more years at least, must be confined to the urban schools. Thus, the school population which will be immediately affected by developments in this field will be small. ~~But making innovations~~ in ETV for directly administering to the educational needs of children must be an ongoing process. Only this way, when the medium becomes available to a wider audience, the message is put across effectively and the current developments will benefit the nation.

Living in this computer era, all children must get to know something about the machines and how to operate them. Computer literacy and studies in schools (CLASS) as a project has made a good start in the country. Over 2000 schools distributed all over the land have been engaged in this task. How to take this programme to many more schools must engage the attention of the planners.

Title of the Paper: Gestalt Development of Gifted Children

Miss Usha John

As life becomes increasingly complex the role of the creative mind looms larger than ever before in science, business, industry as well as the creative arts and child domains. Educationists all over the world are increasingly concerned whether current methods of teaching, testing and examining at school and college and at university levels may not unduly favour the conformist mentality and discourage spontaneous independent thought among those students who might make future original contributions to the creative arts, science and technology. Therefore it should be increasingly realised at all levels of society that giving a better deal for the gifted child is not only in his interests but in the best interests of the society and the nation. The overall development of a gifted child is closely associated with positive gestalt and global educational environment. Parents and teachers can make a significant contribution to gifted children's creativity and personality development. The school as an institution should therefore cater to the development of gifted children. But how many parents and schools in India have promoted their individual development of knowledge,

skills and attitudes conducive to the actualisation of his/her potentialities to the fullest ?

In a developing country like India where there are not many psychologists - where the majority of parents are illiterate and the minority though educated are guided by the materialistic norms of success, prestige and affluence, and where teaching is one of the poorest paid professions - the education of the gifted child becomes doubly challenging. To enable teachers to put forth their best efforts there should be more teachers' refresher courses linking national programmes with the latest international trends which are relevant to the conditions prevalent in India.

There is a vast reservoir of talent spread all over the country but the attitude of parents and the educational system do not allow it to flourish. Very little is done by schools to accelerate the process of initiative and enterprise - the spirit of adventure and scientific enquiry. Due to overcrowding in classes very little can be done by teachers to explore the students' environments and their worlds which could lead to better rapport and friendly communication that are so essential for the free expression of new thought processes and discoveries that are more meaningful, relevant and helpful to the students than the

knowledge they acquire from some badly written and often boring textbooks. Parents have always been inclined to reward those children who do well in their exams and those who do not are penalised and made to feel utter failures. The conventional methods of education adopted by schools are hostile to creativity and teachers tend to dislike 'high creatives' and do not have the time or inclination to explore or discuss their world of new ideas and prefer teaching the more docile high I.Qs.

Consequently, examination papers in this country are basically designed to test information and recall of vast amounts of information that does not convey anything meaningful. Few teachers and parents realise that gifted children's capabilities and creativity can be increased by their right attitude. Many parents are of the view that students who obtain high marks in the subjects in which they are examined are gifted and creative. But the fact is that if we were to identify children as gifted on the basis of the brilliant success in scholastic tests we would eliminate seventy per cent of the most creative and talented children.

Guided by the materialistic norms of success, prestige, affluence and power most parents tend to impose their decisions regarding careers on their gifted and creative children, little realising the disastrous effects of such decisions.

In India, ~~the case of the gifted and talented child~~ could be likened to that of the ugly duckling who turned out to be a swan in the well known fairy tale. Misunderstood, despised and ~~left alone to defend himself, a gifted child~~ is very often the unhappiest child in the family and in the class at school.

This paper tackles some of the problems faced by gifted children and the role of parents, teachers, psychologists, ~~counsellors and patrons to improve this situation.~~

Title of the paper: "Child Centred Education - Role of Psychological Testing, Guidance, and Counselling

Dr.V.K.Jain

The author discusses the importance of psychological testing, guidance and counselling for the benefit of a child. It is possible to give a child proper guidance in the areas of academic achievement, personality development and social adjustment only when we know the 'gestalt' profile of a child, because each child differs from the other in his global potentials. Reasonable help from standardised psychological and academic tests can be taken in determining intellectual and personality qualities of children as a pre-requisite for guidance and counselling programme. Some of the useful tests are RPM, DAT, Bhatia Battery, SAT, TMT, TAT etc. After proper testing and reporting, Educational, Vocational, Career and Personal guidance programmes can be arranged for longitudinal development. A number of institutions and Guidance Bureaus need to be opened in different parts of the country to provide scientific guidance and counselling to children so that they ^{choose} may/educational and vocational careers as per their capabilities and this will lead to better adjustment in life.

Title of the paper: Child-centred education:
Environmental approach.

Sri Z.S.Chhikara

~~The New Education Policy (1986) has thrown a challenge~~
~~to the educationists to do loud thinking for finding new~~
~~approaches to education by bringing the child in the~~
centre of all activities and shifting the emphasis from
teaching to learning. Environmental approach is one of
~~the approaches that involves a child in activities that~~
are based upon his observation and investigation of the
familiar surroundings.

The conservation society has given the following
~~objectives of environmental education at the elementary~~
stage:

- (a) provides assistance to acquire and progressively
develop basic skills and concepts
- (b) provides a source and stimulus for creative work,
- (c) provides opportunities for making discoveries
at first hand.

Further, it should lead to the development of an
awareness of personal environmental responsibilities.

The 'Young People' and the 'Environmental Group' has suggested that all things within sight, and reach is the environment of the child. The child has strong drive to explore and he should be encouraged to become involved in the environmental observation and exploration with the help of all senses - sight, sound, touch taste and smell.

At this stage, the child starts to mix socially and develop attitudes through his experiences of acceptance, approval or disapproval by others. Thus, the foundations of his concern for the community and a sensitive caring outlook towards all living things can be laid.

For the development of language, vocabulary and conversation new words and phrases which can be understood and used by the child should be introduced while exploring and describing environment.

Some of the important skills that are expected to be developed in an environmental studies programme have been discussed in this paper. These are:

- (i) Language: It is an important means of communication and is used by a child in three ways viz., oral

discussion (accounts of journeys, people he meets, things he sees etc.), factual writings (written accounts of journeys, letter writing etc.) and creative writing (imaginative writing as a reaction to exciting and stimulating events).

(ii) Mathematics: It is regarded as one of the tools through which accurate observation, analysis and interpretation may be undertaken.

(iii) Mapping: The child learns the use of title, key, direction etc. which are essential for a map.

(iv) Experimentation: Accurate observation, recording, classification, interpretation and generalisation are essential for any scientific investigation.

(v) Drawing, modelling and pictorial representations: Direct experience of form, colour, texture and movement of the world around the child may evoke a desire to express his reactions in pictorial forms.

(vi) Questionnaire and Interview: The child prepares his own simple questionnaire and interview schedules to collect information about the environment.

All these skills are inter-connected and therefore any individual skill cannot be developed in isolation.

Therefore, to make the process of education interesting, meaningful and relevant environmental approach has been emphasized especially at the elementary stage.

